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Educ 231s

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Physical Classroom

The classroom I designed was organized for high school English and Theatre classes. I planned for about 20 students. With this classroom organization, I am looking to make learning as fun as possible while keeping the focus on the reason we are in class. As a teacher, I want to make the subject just as entertaining as it is clear and understandable. This is reflected in the seating and placement decisions I made in the design of my classroom. This set up creates an open atmosphere that encourages creativity and happiness with a hint of non stop positivity. Ideally, I would have bright colors all over the room. I would like allow the students to take part in the excitement of designing a classroom. This is the reason why most of the object in the class are easily moved and adjustable, just in case a change would benefit the students.

I chose the flexible seating for the social contact aspect of the chapter. This is why my desk is in the back, but the first thing they see when they come into the classroom. This way they know my desk is always there and open to them for help. I can also be there to say hi to them right at the beginning of the class. I would not limit my interaction to simply this. I would follow Donna’s example in the book, “I sit on desks, I stand in front, I stand in back; they hear my voice from all corners of the room.” (Weinstein, Novodvorsky, 2015, p. 37) The flexible seating allows for encourages social contact. The books says, “Clusters of desks promote social contact because individuals are close together and can have direct eye contact with those across from them.” (Weinstein, Novodvorsky, 2015, p. 30) I will encourage this with the large cluster of desks, sofas, chairs, and bean bag chairs.

Task instrumentality is represented in my placement of storage space and the reading corner. The bookshelf is at the back of the classroom so that students going to get books or who are reading will not be a distraction to those working. The storage bins are at the side of the classroom near the front. This puts them in an easily accessible place, but somewhere that I can always keep an eye on what is being taken and how it is returned. The “frequently used classroom materials should be accessible to students” and this is why the storage is so readily available to them (Weinstein, Novodvorsky, 2015, p. 39).

The pleasure of the classroom is considered in the type of seats, the posters, the organization, etc. I want it to look like Christina’s classroom, “elementary school classroom in a high school” ( Weinstein, Novodvorsky, 2015, p. 40). If the kids enjoy it, their learning will be more effective and meaningful to them as individuals. The more aesthetically pleasing it is to the students, the better. They will feel more comfortable and this will make learning easier for them as individuals (Weinstein, Novodvorsky, 2015, p. 40).

I also took into account the feeling of safety and security in my classroom. This format of a classroom would make learning more personal because it is more like a home, where hopefully they are comfortable, and less like a school. It is not too cluttered that there is not enough room to maneuver, but there are options for all students to partake in. The furniture, posters, and colors promote the softness talked about on page 30 of the textbook (Weinstein, Novodvorsky, 2015). This includes both the physical and psychological safety and security. It provides “the feeling that this is a good, comfortable place to be” ( Weinstein, Novodvorsky, 2015, p. 30).

The most prevalent is symbolic instrumentality. My classroom will reflect the students that use that classroom. If I have multiple classes, each will have their own spot on the wall for their work to be displayed, if they'd like. They will have a say in what the classroom looks like. I like Donna’s “goal posters” and would like to have something similar to this for my classes (Weinstein, Novodvorsky, 2015, p. 40). I want to display posters around the class that present the knowledge in a fun and positive manner. One way of doing this is through interactive boards at the front of the classroom by the white board. This puts them in charge of how that part of the room looks. I would also have a spot near my desk that helps them to understand who I am. This would let them find more out about me and my “own cultural background, experiences, and interests” ( Weinstein, Novodvorsky, 2015, p. 38). I also take this into account with my posting of their assignments. The students interests and backgrounds should be reflected in what I post of them in the classroom. This is also seen in my reading area. This shows the importance of their personal reading time and connection to the subject. It shows that literacy is an accomplishment and a goal that we want to reach in the classroom. I feel it answers all of the questions on page 37 (Weinstein, Novodvorsky, 2015).

Works Cited

Weinstein, C. S., & Novodvorsky, I. (2015). Middle and secondary classroom management:

Lessons from research and practice (5th ed.). Boston: McGraw-Hill.