

The Effect of a Classroom Management Intervention – Results from an RCT

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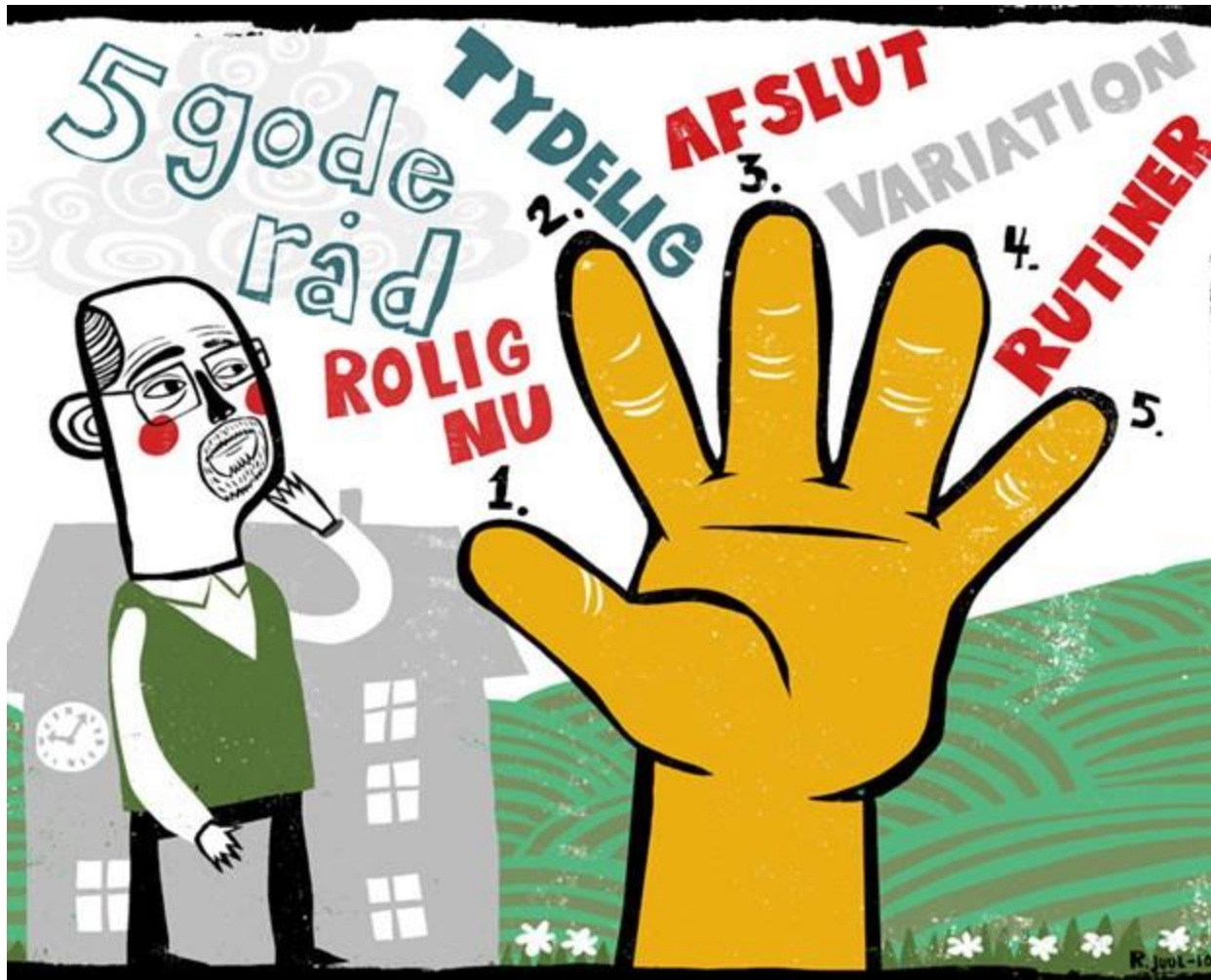


Professionshøjskolen Metropol står for efteruddannelseskursene, og kursusudgiften dækkes af midler fra Det Strategiske Forskningsråd. Skolerne får tilbudt disse kurser gratis.

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ELI - EFFEKTER AF EFTERUDDANNELSE AF
LÆRERE I INDSKOLINGEN





CSER...
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KVALITET I UDDANNELSEN

SFI
SPECIALISERET
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I UDDANNELSEN

EFFEKTER AF KLASSELEDELSE PÅ ELEVERS LÆRING OG TRIVSEL



15:32

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Klasseledelse:



Behavioristisk orienteret, adfærdsmodificerende pædagogik (classroom management)

Systemisk/narrativt perspektiv med fokus på relationer og italesættelser (inkluderende klasseledelse)

Adfærdsledelse

Fokus på (regulering af) elevers adfærd gennem strukturer, rammer, sociale regler, mm.

Relationsledelse

Fokus på relationer og sociale systemer, inklusion, mm.

Læringsledelse

Fokus på elevers læreprocesser og tilrettelæggelsen af disse i et didaktisk perspektiv



Table 2. Course plan for the Classroom Management Intervention.

Weekday	Theme	Goals of the day's lessons
Monday	Behavior management	To provide participants with an overall introduction to the concept of classroom management and develop participants' competences to lead the class through use of framing and visible structures. To work both with behavioristic aspects of classroom management and with learning management through didactic structures.
Tuesday	Relationship management	To use a systemic and narrative approach to develop participants' competence to create an inclusive class culture. To focus on using appreciative communication and improve students' self-understanding and narratives. Participants' own experiences with classroom management are used as focal point of exercises and discussions.
Wednesday	Learning management	To discuss the connection between classroom management techniques and school subjects. Through subject specific presentations organized by the main subject teachers, participants should learn how didactic choices could affect the classroom culture.
Thursday	'To conquer the classroom'	To raise participants' awareness about the physical and dramatic dimensions of classroom management and develop skills 'to conquer the classroom'. Through practical exercises with an actor, participants work with their own body language and voice.
Friday	Choosing a focus point	To let participants choose personal development strategies using their own leadership style and identify a specific focus that they will work on until the follow-up day. Each participant is provided with a video recorder to do own observations.
Follow-up day (3 weeks later)	Follow-up & evaluation	To follow up on the initiatives implemented by the participants since the last course day, to discuss knowledge sharing, and to evaluate the benefit of the course.

Note: The Classroom Management Intervention was developed and taught by lecturers from the Metropolitan University College.

Er den stor nok?

Er det en stor intervention?

40 timers kursus med opfølgning, i alt 50 timer.

Samlet undervisningsbyrde på 800 undervisningstimer på et år (200 dage a 4 timer) ca.: 6 -12 %

Indsatstørrelsen i Angist and Lavy (2001): 25 %

Table 1. Research design characteristics.

Type of intervention	Classroom Management Intervention (CMI) (Placebo intervention is IT didactics)
Duration of the intervention	A one week course of five times six hour lessons, plus one six hour follow-up day (three to four weeks later)
Number of observations	1160 students in 52 classes in 22 schools
Randomization	Parred control group design with school level randomization between the Classroom Management Intervention and the placebo intervention
Data waves	1. data wave (baseline) at the beginning of the experiment, four months before the intervention 2. data wave approx. one month after the intervention 3. data wave six months after the intervention
Standardized student tests	d2 Concentration Performance test OS64/OS120 Reading test The CHIPS Cognitive test Danish language reading test, mandatory national test in 2. grade
Standardized teacher tests	Big five Inventory Rosenberg's Self-Esteem questionnaire Rutters' Locus of Control questionnaire
Conducting student tests	Participating teachers conducted all tests among their students and returned tests to the research group
Use of impartial observers	33 pct. of all participating teachers in the sample were observed as they conducted the student d2 test in the third data wave. Statistical tests showed no significant difference between the Concentration Performance score of students, whose teacher was observed, and students, whose teacher was not observed.

Rosenberg self- esteem:

5.3 Hvor godt synes du de følgende udsagn beskriver dig som person?

Sæt venligst et kryds i hver række.

Jeg er mig selv som en person der...

		Højest uensig	Lidt uensig	Hverken enig eller uensig	Lidt enig	Højest enig
1	... er reserveret					
2	... almindeligvis stoler på folk					
3	... er meget oprigtig					
4	... er ophævet og bliver ikke så let stresset					
5	... er kun lidt/megat lidt kunstnerisk oprigtig					
6	... er udadvendt					
7	... har en tendens til at fokusere på andres fejl					
8	... er grundig med de ting jeg laver					
9	... bliver let nervøs og usikker					
10	... har en god fantasi					



Hvem deltager?

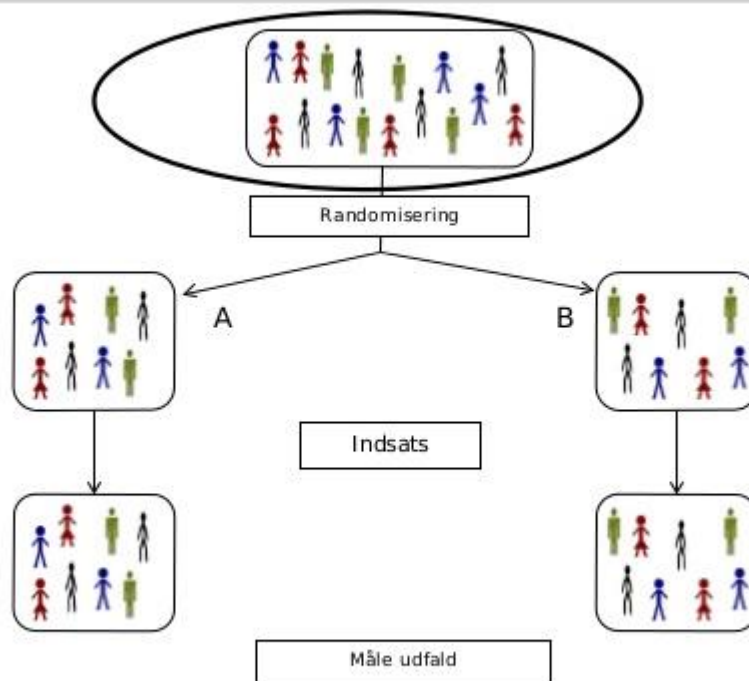
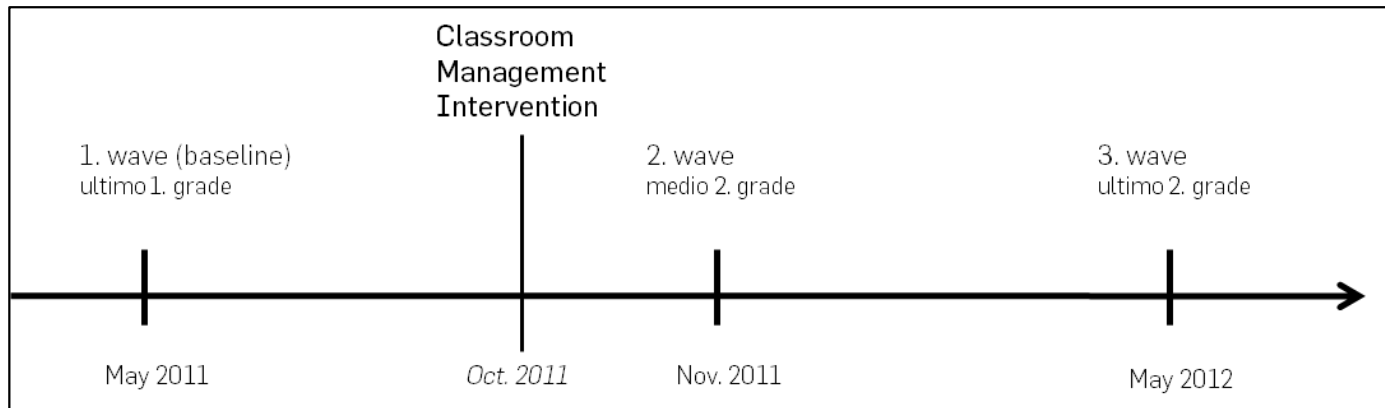


Figure 1. Data collection timeline.



Notes: The Classroom Management Intervention entailed a five-day course and a follow-up day three to four weeks after the course. Student tests (OS64/OS120, CHIPS, d2, and SDQ) and a teacher survey were collected at all three data waves.

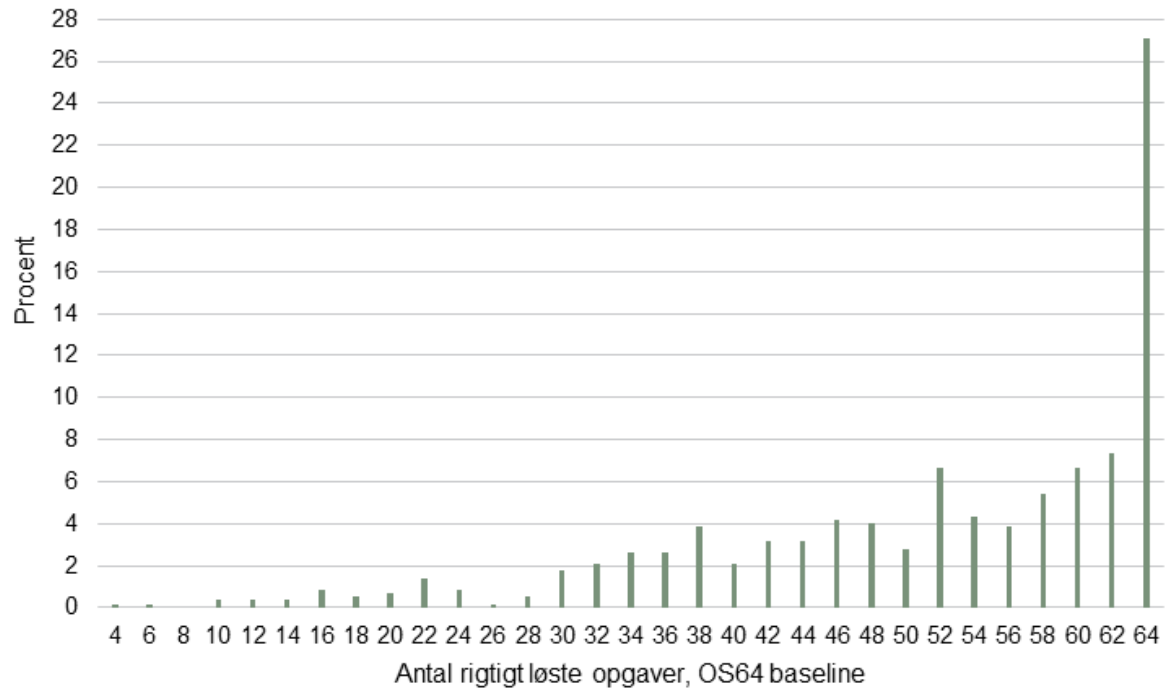
Bruttostikprøven i projektet fordelt på kursustype. Særskilt for skoler, klasser og elever. Antal og procent.

	Skoler		Klasser		Elever	
	Antal	Pct.	Antal	Pct.	Antal	Pct.
Klasseledelse (intervention)	12	50,0	30	51,7	685	52,9
IT-didaktik	12	50,0	28	48,3	611	47,2
I alt	24	100,0	58	100,0	1296	100,0

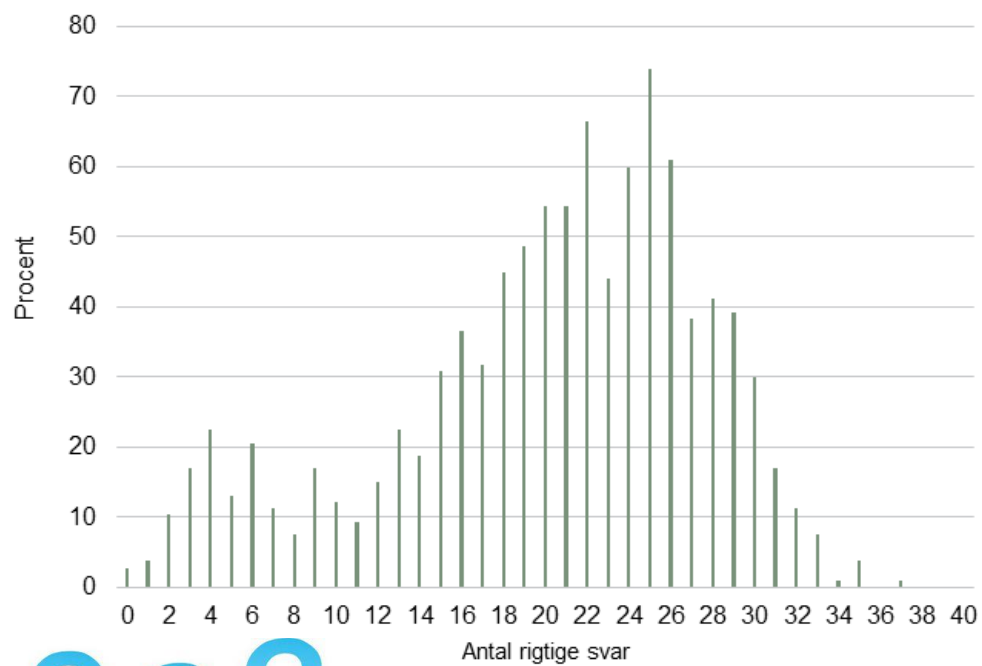
Åsn. Antal klasser svarer til antallet af lærere, der deltog i projektet.

Kilde: Projekt Efteruddannelse af Lærere i Indskoling (ELI), 2015.

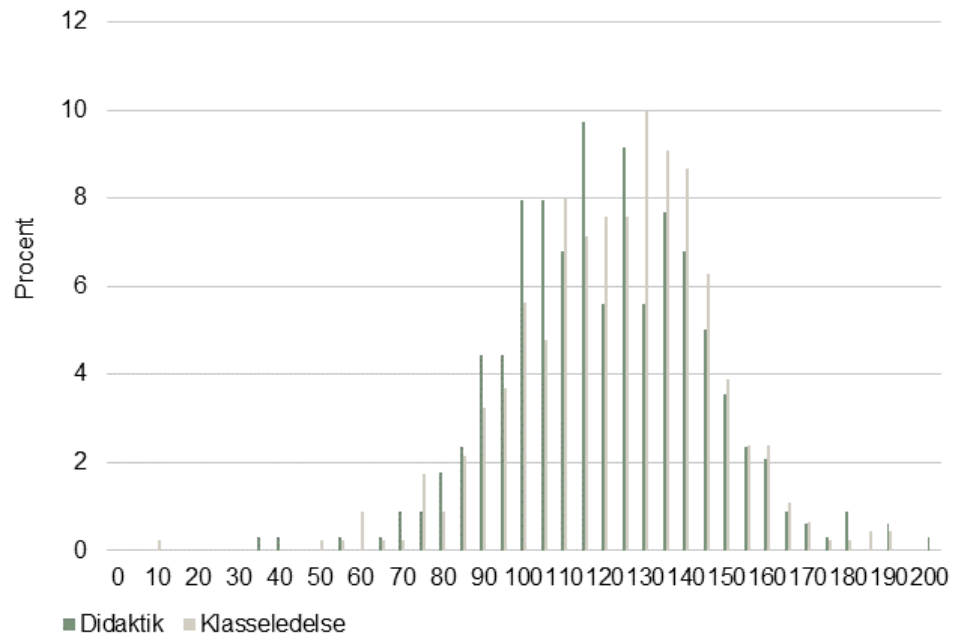
Læsetest, ultimo 1. klasse



Kognitiv test, første måling (ultimo 1. klasse).



Opmærksomhedsstest, tredje måling (ultimo 2. klasse).



Opmærksomhedstest (udsnit)

De korrekt overstregede tegn er tegn nr. 1, 3, 5 og 6 vist herunder



Emotionelle problemer

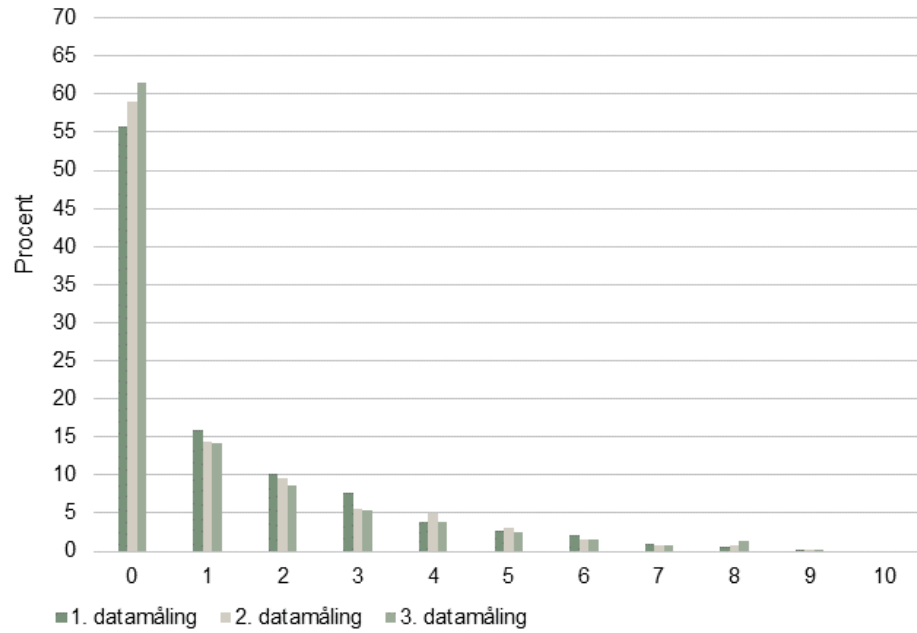
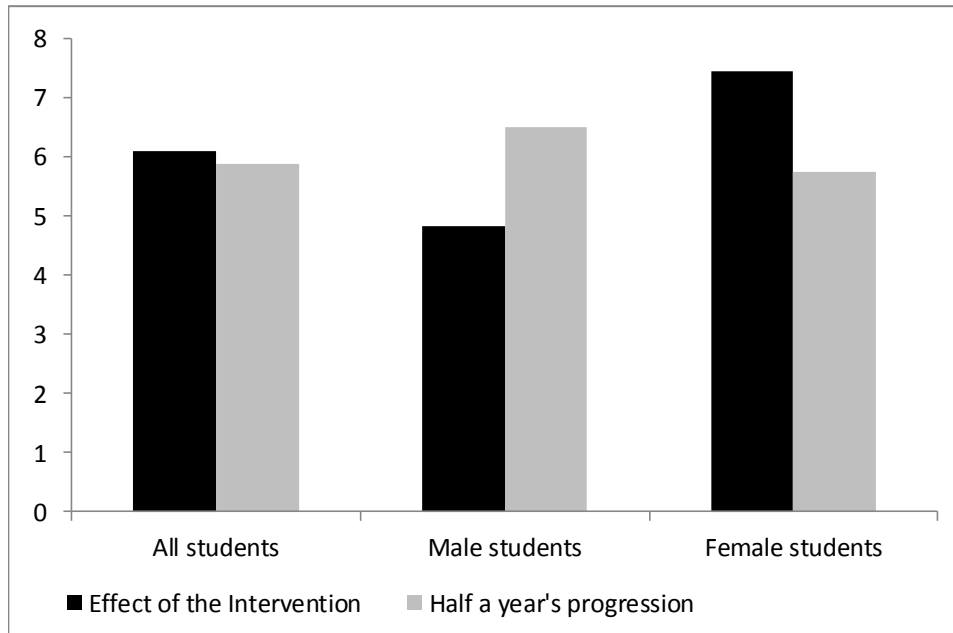


Figure 2. Average treatment effect from the Classroom Management Intervention (CMI) on student Concentration Performance (CP) score compared with half a year's progression.



Er der nogle børn der har særligt gavn af interventionen?

Ja!

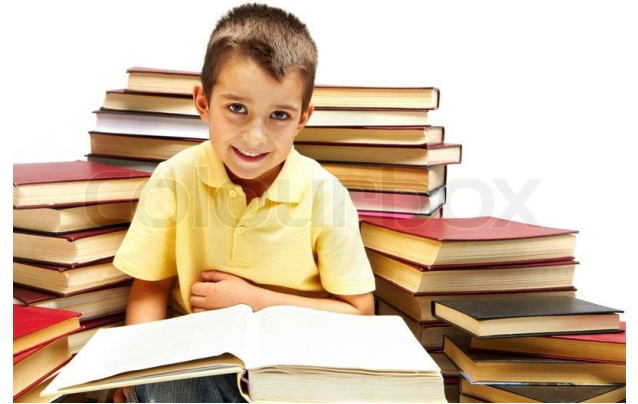
Børn med veluddannede forældre

Børn der i udgangspunktet har meget svært ved at koncentrere sig

Børn der i udgangspunktet har meget nemt ved at koncentrere sig

Det er da mærkeligt!!!!!!





Mere ro i klassen giver indlæringsvillige børn bedre muligheder

Flytter fokus for børn der ellers slet ikke deltager i undervisningen



Men det er spekulativt!!!!!!

