Apr 9th, 9:00 AM - 10:00 AM

**Promoting Academic and Social Success by Creating a Positive Learning Environment**

Kathleen Zeman  
*Illinois Wesleyan University*

Robin Leavitt, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: https://digitalcommons.iwu.edu/jwprc

🔗 Part of the **Education Commons**

https://digitalcommons.iwu.edu/jwprc/2011/ESposters/37

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.  
©Copyright is owned by the author of this document.
PROMOTING A POSITIVE LEARNING ENVIRONMENT THROUGH RELATIONSHIPS AND EFFECTIVE CLASSROOM MANAGEMENT

Kathleen Zeman and Robin Leavitt*

Department of Educational Studies, Illinois Wesleyan University

ABSTRACT

In my study I aimed to investigate how to create a classroom environment that is caring and encourages academic higher learning. Additionally, I explored how such a classroom impacts the social and academic success of students. The study is a result of the ongoing development of a learning environment during my student teaching experience. In regards to classroom environment, I focused on teacher-student relationships and classroom management strategies. Through the initial and ongoing creation of a classroom, close observation, and extensive reflection, I discovered the effects relationships and management style have on students and their learning environment. I conclude that forming a relationship with each student based on trust, genuine interest, and support allows students to feel more comfortable taking academic and personal risks in the classroom. My research exposed me to a variety of management styles and allowed me to reflect on which is the most effective for me and my students, as well as gain ideas for my future as an effective educator.

RESEARCH QUESTIONS

• In what ways can the development of a classroom environment maximize student learning and success?

• What steps can I take to establish positive, trusting, and working relationships with my students?

• What specific discipline and classroom management strategies are most effective in maximizing my students’ learning?

• How can I maintain open teacher student relationships which promote student success in the classroom?

ABSTRACT

In my study I aimed to investigate how to create a classroom environment that is caring and encourages academic higher learning. Additionally, I explored how such a classroom impacts the social and academic success of students. The study is a result of the ongoing development of a learning environment during my student teaching experience. In regards to classroom environment, I focused on teacher-student relationships and classroom management strategies. Through the initial and ongoing creation of a classroom, close observation, and extensive reflection, I discovered the effects relationships and management style have on students and their learning environment. I conclude that forming a relationship with each student based on trust, genuine interest, and support allows students to feel more comfortable taking academic and personal risks in the classroom. My research exposed me to a variety of management styles and allowed me to reflect on which is the most effective for me and my students, as well as gain ideas for my future as an effective educator.

PRIMAR Y FINDINGS

• Students are more able and willing to make mistakes after a personal relationship is formed with their teacher
• A safe environment promotes teamwork mentality
• Discipline with dignity promotes student independence and accountability through the clear definition of expectations

METHODOLOGY

Who: 20 Second Grade Students; 11 girls, 9 boys. 19 White students, 1 Hispanic student. Working class families.
When: Over the five month period of my student teaching experience (August-December 2010)
CLASSROOM LAYOUT and DÉCOR: initial development of the classroom, display of student work, team and family mentality
EMOTIONAL/RELATIONSHIP DEVELOPMENT: safety—promoting taking academic risks, star of the week, reading conferences, family and parent interaction, questionnaire, recess duty
STRATEGIES: YAK time, helpful organization tools, class meetings, reflections on lessons, reflections from cooperating teacher, cube system

CONCLUSIONS

• Taking the time to get to know your students as individuals—both as people and as learners, will help guide your lesson plans to be more effective and worthwhile for the understanding of the students in your classroom.
• Taking steps to create a safe and supportive environment, and to form personal relationships with individuals makes it possible to discipline with dignity.
• Forming a relationship with each student based on trust, genuine interest, and support allows students to feel more comfortable taking academic and personal risks in the classroom.

ACKNOWLEDGEMENTS

• My cooperating teacher and the staff at the elementary school for their constant support and dedication
• The students of 2A and their families for giving consent and participating in this study
• The educational studies staff at Illinois Wesleyan University
• Fellow future educators at IWU for support and feedback

“A teacher’s purpose is not to create students in his own image, but to develop students who can create their own image.”