

Constructing a Learning Environment

—Novice Teacher Workshop for Classroom Management

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Abstract

Classroom management is a critical aspect of effective teaching, fostering positive teacher-student relationships, enhancing student academic achievement, and contributing to teacher retention. However, many novice teachers lack adequate training in classroom management, creating a significant gap between the demands of classroom management and teachers' preparedness. This paper proposes a comprehensive workshop designed to equip novice K-12 teachers with essential classroom management skills, grounded in the theoretical frameworks of Activity Systems and Effective Teacher Professional Development. The workshop emphasizes active learning, collaboration, and the use of theoretical and practical models to help teachers create positive learning environments. The design includes daily structured activities, reflection, expert coaching, and community building to bridge the gap between novice and expert teachers in managing classrooms. The proposed workshop serves as a template for future professional development programs aimed at enhancing novice teachers' ability to foster a disciplined and engaging classroom environment for long-term student success.

Keywords

Instructional Design, Teacher Education, Novice Teacher, Classroom Management

1. Introduction

Classroom management is perceived as an essential part of successful classroom teaching and classroom management skills are important for teachers in their professional development (Brophy, 2006; Shamina & Mumthas, 2018). Effective classroom management contributes to positive teacher-student interaction (Martin et al., 2016), high teacher retention (Shamina & Mumthas, 2018), as well as students' academic success (Shamina & Mumthas, 2018). And research has shown relations

between effective classroom management and students' values, including personal moral values, social values, and school/community connectedness (Martin et al., 2016). However, many teachers do not receive adequate training for classroom management before and at the beginning of their careers; And there is an ability gap between experienced teachers and novice teachers in managing their classrooms (Shamina & Mumthas, 2018). Therefore, there is an educational need to provide novice teachers with appropriate and effective training to develop their classroom management skills and strategies. This paper proposes a well-designed novice teacher workshop for classroom management and the learning contents are based on the themes and elements of effective classroom management. To maximize learning, the construction of a learning environment theoretically refers to the theoretical framework of Activity Systems (Greeno & Engestrom, 2014) and effective teacher professional development (Darling-Hammond et al., 2017). By implementing this workshop, K-12 novice teachers will be able to create a positive and free learning atmosphere in their classrooms, where students understand the importance of learning and are able to discipline themselves to focus on learning tasks to realize both short-term and long-term learning goals.

2. Educational Challenge

Scholars used different expressions to define "classroom management". Evertson & Weinstein (2006) defined classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (p. 4). Shamina & Mumthas (2018) defined it as the actions teachers take to construct and maintain conducive learning environments for students to follow the instruction and achieve instructional goals; The management is always realized by setting classroom rules, constructing physical environments, and attracting students' attention to academic tasks or activities. Brophy (2006) referred to classroom management as a practical theme that needs not only physical arrangement, but also engagement of positive and healthy relationships between teachers and students, with the attention of students' individual characters that affect their classroom behaviors. Skills and strategies in classroom management are essential for successful teaching. Elements including "conveying purposefulness", "teaching students appropriately", and "maintaining students' attention" build up effective classroom management (Brophy, 2006: p. 31).

The importance of classroom management skills is always stressed in the educational field because it is tightly connected with teacher-student relationship, students' academic learning and value development, as well as teacher retention. Compared to teachers who reported lower use of classroom management, teachers who performed better on classroom management with strategies were more likely to engage themselves in positive teacher-student interactions in a long duration (Martin et al., 2016). Poor implementations in classroom management can lead to misbehaviors that have a negative effect on classroom teaching and learning, and causes psychological stress for both students and teachers, driving teachers to leave the teaching profession. It has been reported that a main factor for teachers

exiting their career is difficulties with classroom management and student discipline (Shamina & Mumthas, 2018). For students, classroom management is essential and important for students' academic success (Shamina & Mumthas, 2018), as well as moral and social values, self-regulation, and school connectedness (Martin et al., 2016).

Though research has suggested that classroom management is a vital topic in teachers' teaching, there are educational gaps and challenges between ideal and real practices. Novice teachers are not offered with adequate training in developing awareness and skills of classroom management before they start their teaching professions, leading to the feeling of being unprepared for disciplining students in classes (Shamina & Mumthas, 2018). In other words, there is a significant gap between the high requirement for teachers' classroom management knowledge and real situations of teacher education. The main reason for the gap is novice teachers' lack of exposure to classroom management knowledge and training. On the other hand, while experienced and expert teachers are perceived as good at classroom management and having abilities to utilize diverse strategies to adapt to students' learning, novice teachers always fail to adopt dynamic strategies in managing classrooms and teaching (Shamina & Mumthas, 2018). There is an educational gap between expert and novice teachers' abilities in adopting dynamic strategies in classroom management. Due to the challenges and gaps, there is an educational need for novice teachers to be exposed to classroom management contents and learn about effective skills and strategies to manage their future classrooms and establish healthy interactions with students.

3. Theoretical Framework

This paper proposes a novice teacher workshop for developing classroom management knowledge and skills based on the theoretical framework of Activity Systems theory (Greeno & Engestrom, 2014) and Effective Teacher Professional Development (Darling-Hammond et al., 2017). Because these two frameworks focus on learners' active learning and their interactions with surroundings, as well as with other people. Understanding elements in systems where teachers learn and lenses that help with effective learning enable us to draw a detailed picture of the workshop design.

The framework of Activity Systems helps improve the design of workshops because it systematically investigates how learners interact with tools, with group members and teachers, and with the broader social contexts (Greeno & Engestrom, 2014). By focusing on the interactions, the educational needs can be identified, because the theory puts human and human activities in specific contexts at the center of the model (Hancock & Miller, 2018; Jonassen & Rohrer-Murphy, 1999; Kain & Wardle, 2002). Activity Systems represent groups of people sharing a collective goal (object) and motive, at the same time using certain tools and rules to work together in accomplishing that collective goal and motive in the long run (Kain & Wardle, 2002). In a learning system, learners and other activity participants are defined as subjects, determining learning contents and features; The

object, in form of physical or mental (Jonassen & Rohrer-Murphy, 1999), represents outcomes and products of the activity; Tools can be physical objects or systems of symbols that play crucial roles in helping activity participants to finish the learning goals (Kain & Wardle, 2002), and the use of language is a cultural-specific tool in the socio-cultural perspective, impacting thinking style and behavior and ultimately impacting the way people accomplish the object (Jonassen & Rohrer-Murphy, 1999); Rules in activity systems set up guidance of learners behaviors and interactions within conventions, codes or agreements (Kain & Wardle, 2002); Social members in a larger organization make up communities, which create social meanings for subjects and impact their learnings (Kain & Wardle, 2002); And finally, division of labor represents the distribution of responsibilities in the activities.

Darling-Hammond et al. (2017) defined Effective Teacher Professional Development as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes” (p. 7). Their framework of effective PD consists of seven features, which is helpful to examine and construct a teacher PD environment. Content-focused teacher professional development requires disciplinary content to be embedded in PD activities, offering coherent experience for teachers and aligning with the environments teachers are teaching in; Effective teacher PD incorporates active learning by centering on teachers’ learning interests while providing diverse opportunities and resources; Collaboration is encouraged and supported in Effective teacher PD because collaboration enables teachers to interact with and learn from each other in partner or group works; Models of effective practice in PD, including curriculum design, video showcases and other materials, anchor teachers’ own experiences and help with skills development; Effective teacher PD provides coaching and expert support because they are able to share expertise and valuable experience that has been tested in years of practices; Feedbacks and reflection offered in Effective PD are both powerful tools employed in expert support and other learning processes, facilitating teachers to move on thoughtfully; Long-term devoted qualified implementation of Effective PD transfers pieces of learning into qualitative changes and steadily improves teachers abilities in teaching.

4. Learning Product: Novice Teacher Workshop in Classroom Management

To address the educational need for K-12 novice teachers to be engaged in appropriate and effective training to develop their classroom management skills and strategies, this paper proposes a learning product—Novice Teacher Workshop in Classroom Management. The overarching learning goal of this workshop is to develop better understanding of classroom management and its practical implementation, form a positive attitude toward classroom management strategies, and have a chance to engage in communication with other teachers. Teachers attending the workshop are expected to be novice teachers with 0 - 2 years of teaching experience. The learning format will be an in-person workshop involving individual, small group, and large group activities. The workshop is supposed to be organized

for 5 days, from 10 am - 4 pm for each day.

As **Table 1** suggests, there will be four main topics of the workshop. “What is your experience with classroom management?” focuses on building communities among teachers and relating practical teaching with theoretical learning. “What is Classroom Management” offers chances for novice teachers to learn about educational findings in classroom management and to explore effective models that fit in their own teaching. “What Do Expert Teachers Think about Classroom Management” provides expert support and coaching for novice teachers’ class design, focusing on the elements that contribute to classroom management. “What You Can Do in the Future” section helps teachers develop their classroom management skills in a long run and offers chances for long-term community development.

Table 1. Daily topics for novice teacher workshop.

Day	Learning Topic	Learning Goals
1	What is your experience with classroom management?	Understand definitions of classroom management and its components. Identify issues within one’s experience with classroom management. Reflect on previous teacher education in preparation.
2	What is Classroom Management 1	Understand classroom management and its components. Understand the teacher’s role and responsibilities in classroom management. Explore approaches and models of effective classroom management. Understand the impact of classroom management on teaching and learning outcome.
3	What is Classroom Management 2	Understand classroom management as highly contextualized. Understand instructional strategies to maintain effective classroom management. Understand disciplinary strategies and interventions when encounter troubling student behaviors.
4	What Do Expert Teachers Think about Classroom Management	Develop a positive, realistic mindset about classroom management. Engage in positive thinking strategies to prevent emotional burnout related to classroom management. Learn from experienced professionals about classroom management.
5	What You Can Do in the Future	Explore topics in classroom management that go beyond classroom teaching. Explore available resources for future career development. Develop both short term and long-term goals for behavioral changes in classroom management

5. Conclusion

The importance of classroom management has been largely recognized by scholars (Brophy, 2006; Shamina & Mumthas, 2018), but there are educational gaps between the high requirement for teachers’ classroom management knowledge and real situations of teacher education, as well as between expert and novice teachers’ abilities in adopting dynamic strategies in classroom management. The

Novice Teacher Workshop in Classroom Management draws on the theoretical framework of Activity Systems and effective teacher professional development to offer K-12 novice teachers a learning environment to understand theories and practical models for creating a positive and free learning atmosphere in their classrooms, where students understand the importance of learning and are able to discipline themselves to focus on learning tasks to achieve both short-term and long-term learning goals. In the learning product design plan, there will be analyses on how the design correlates with the two theoretical frameworks and specific activity descriptions. The plan is not designed for one use, instead, we would like to propose a workshop pattern for teacher professional development programs and workshops that support active learning and collaboration. Therefore, the design pattern can be transformed into templates that can be posted on open educational resources.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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Appendix

Novice Teacher Professional Development Workshop

Standards of Effective Professional Development (with color-codes):

Content-focused (*CF*)

- A. Incorporates active learning based on adult learning theory (*AL*)
- B. Supports learner collaboration (*LC*)
- C. Implement effective models and modeling (*EMM*)
- D. Provide support from experts (*ES*)
- E. Engage in feedback and reflection (*FR*)
- F. Has sustained duration of training (*SDT*)

Workshop Day 1

Topic: What is your experience with classroom management?

Learning Objectives:

Understand definitions of classroom management and its components.

Identify issues within one's experience with classroom management.

Reflect on previous teacher education in preparation.

Class Activity	Description	Tools
Introduction & Warm-ups (60 minutes)	Introduce the goals and overviews of the workshop; Organize the novice teachers into groups to get to know each other; Build community by encouraging teachers to share interesting common points and learning goals among people in their groups.	Name card; slides; mini writing whiteboard
Short lecture (30 minutes)	Presentation about the lack of preparation in classroom management of novice teachers as a common issue across schools; Ease novice teachers' anxiety and stress about classroom management.	Lecture slides, multimedia content
<i>Break</i>		
Think-pair-share (90 minutes)	<i>(AL)</i> First think about personal experience with classroom management, then talk about it with a partner around; program instructors will facilitate the discussion by providing guiding questions. <i>(LC)</i> Discuss in groups (4 - 5) about classroom management experience to find similarities and differences.	Writing materials
Individual reflection activity (15 minutes)	<i>(AL) (FR)</i> Reflect on previous experience in teacher education. (guiding questions may include: Did you receive training on classroom management? What are some classroom management knowledge you wish to know before entering to teaching? etc.).	Writing materials
Group reflection (30 minutes)	<i>(AL) (LC) (FR)</i> Form a group of 5 - 6 people; discuss and find some common thoughts on teacher education in classroom management, see how other people think about their readiness in classroom management and the type of support they wish they had.	Writing materials

Continued

Summary (30 minutes)	(FR) Individual learners summarize what they learned during today's session and identify their own learning goals & needs in the following days of this workshop.	Writing materials
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Components of Effective Professional Development:

- (AL) **Active learning:** The discussion and reflection are based on teachers' personal experiences and the real practices of other teachers. This can trigger teachers' interests to actively share, learn and think about connections with previous experiences.
 - (LC) **Collaboration:** The warm-up and group activities support community building and collaboration among teachers, providing learners with different perspectives on the same topic.
 - (FR) **Offers feedback and reflection:** The activities offer chances for peer feedback and self-reflection about previous experiences in classroom management.
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Workshop Day 2
Topic: What is Classroom Management 1.

Learning Objectives:

Understand classroom management and its components.

Understand the teacher's role and responsibilities in classroom management.

Explore approaches and models of effective classroom management.

Understand the impact of classroom management on teaching and learning outcome.

Class Activity	Description	Tools
Review & Introduction	Review main ideas and interesting thoughts from previous discussion; Introduce agenda and main topics for today's workshop.	Lecture slides
Content-focused group discussion	(CF) (LC) Organize learners into groups based on the subjects they are teaching; Provide videos of specific scenarios of ineffective classroom management, followed by a video showcasing effective classroom management. Ask them to identify the difference between two videos.	Video
Lecture on classroom management (information delivery)	(CF) 1) Lecture on elements of effective classroom management and teachers' roles (ex. Establish an orderly environment, enhance moral and social growth of students, develop supportive relationships with students, implement disciplinary strategies, etc.). 2) Introduce models of effective classroom management (behavioral approach, ecological and cognitive approach, etc.). 3) Lead teachers to think about the impact of classroom management (on students' academic learning, social learning, disciplinary development, cultural-competency development, etc.).	Lecture slides, multimedia content

Continued

<i>Break</i>		
Group activity video recording analysis	(AL) (LC) (EMM) Organize teachers into groups randomly to watch videos of examples demonstrating effective classroom management. Apply what they learn from lectures about specific components of classroom management skills and to identify those strategies in the video (Identify models being applied in the scenarios).	Video
<i>Break</i>		
Group activity based on teaching subjects	(AL) (LC) Organize learners into groups based on the subjects they are teaching; Design one lesson of practice based on the contents of the subject and apply a specific effective management model (learned from previous lecture) in the design. In the product, be very clear about the specific strategies and show its importance in this specific teaching subject. (ex. Why is this set of skills essential for teaching English compared to teaching Art?)	Activity slides; writing materials; poster paper; markers
Group gallery walk activity based on the product from the last group activity	(LC) Gallery walk through other groups' designs; Share design ideologies; Ask questions for other groups and provide evaluations; share the takeaways from other groups' designs; Organize the designs into a "Design booklet" and send it to teachers.	
Self-reflection	(FR) Reflect individually; Guide questions: Which model you learnt today do you think is most effective in classroom management in your class? What are the advantages of your group design and what can be improved? What did you learn from other groups?	Writing materials

Components of Effective Professional Development:

- (CF) **Content-based:** The activities are based on teachers' disciplinary background and content knowledge development in classroom management, contributing to better content understanding about classroom management.
- (AL) **Active learning:** Identifying ineffective classroom management motivates teachers to think about the improvements and to actively learn possible solutions; the self-reflection part pushes teachers to think about prior experience and analyze them based on what they learn in the training session.
- (LC) **Collaboration:** Groups organized in subjects and randomly both offer teachers chances to work collaboratively on a common topic and to generate more ideas than individual work.
- (EMM) **Use models and modeling:** activities about analyzing the model of effective classroom management provide clear organizations and key factors for teachers to understand and apply in the practices (see activity "Group activity video recording analysis").
- (FR) **Provide reflection and feedback:** Questions and feedback from peer teachers enable teachers to think deeper about their learning; Self-reflection time gives teachers chances to understand their previous practices and also serves as review time for today's learning.

Workshop Day 3

Topic: What is Classroom Management 2.

Learning Objectives:

Understand classroom management as highly contextualized.

Understand instructional strategies to maintain effective classroom management.

Understand disciplinary strategies and interventions when encounter troubling student behaviors.

Class Activity	Description	Tools
Review & Introduction	Review previous lectures and activities; Introduce agenda and briefly review about the topics that will be covered in today's session.	
Teaching scenarios analysis	<p>(AL) Watch a set of three videos showing classroom management in different teaching contexts (elementary school age classroom, middle school age classroom, highschool age classroom).</p> <p>Analyze the video based on classroom management models covered in day 2 by drawing on a slide individually. Identify the different strategies teachers implemented in the video to facilitate classroom management based on the different characteristics of the different learning contexts.</p>	Activity slides; video
Lecture on classroom management	<p>(CF) 1) Classroom management is highly contextualized (can be affected by learners' age, cognitive and behavioral styles, the nature of school environment, level of inclusivity, teachers' characters etc.).</p> <p>2) Classroom management implementation should be based on learners' developmental stage (early childhood & elementary classrooms, middle school, high school, special education, etc.).</p> <p>3) Instructional strategies and practical ways to implement effective classroom management into the classroom (organization of instruction, different student learning activities, balance of time management of learning activities, maintaining welcoming and warm classroom learning atmosphere, maintaining teachers' positive self-image, enacting culturally responsive teaching with diverse students, etc.).</p>	Lecture slides, multimedia content
<i>Break</i>		
Review example of effective instructional plan (individual)	(EMM) Spread working sheet with effective classroom management plan; Review the plan individually and make notes for skills and strategies used in the plan.	Instructional material sheets
Instructional design activity (in group)	(AL) (LC) Work in groups (5 - 6; based on subjects they are teaching) to develop a class design utilizing effective skills in classroom management (based on learning content of days 2 & 3); Make notes about the specific skills used.	Activity slides

Continued

Group sharing and evaluation on the lesson plan	(LC) Share the design in the big group focusing on classroom management skills in the design; Evaluate the design using a rubric sheet; Provide qualitative feedback to other groups instead of giving scores; Discuss some findings and common problems in group designs.	Rubric sheets
<i>Break</i>		
Lecture on classroom management	(CF) 1) Introduce student behavioral problems in the classroom (ex. long term disruptive misbehaviors vs. short term episodic misbehaviors). 2) Lecture on disciplinary strategies and order maintenance methods for behavioral issues in the classroom (during teaching, during teacher-student interaction, during student interaction, etc). 3) Available resources when students need long term intervention (ex. bullying prevention, mental support after being a bully victim, etc.).	Lecture slides, multimedia content
Individual critical reflection activity	(AL) (LC) Reflect on personal experience of dealing with behavioral problems in classroom management; Think about possible solutions based on the lecture (how to provide effective solutions based on the context of that problem and account for student characteristics?); record on worksheets.	Worksheets
Group discussion and open sharing	(LC) Discuss the problems and possible solutions in groups; Come up with contextualized disciplinary strategies and organize discussion outcomes into on poster paper, then share with the group.	Activity Slides
Self-reflection	(FR) Reflect individually about the learning experience today; Guiding questions include: In what aspects can you improve your skills in classroom management? How will you deal with conflicts in classes?	Worksheets

Components of Effective Professional Development:

- (CF) **Content-based:** the training material contributes to the content knowledge development related to classroom management, building learners' knowledge about concepts and applications.
- (AL) **Active learning:** Compared to Day2, the contents today focus more on the targeted problems and contextualized strategies, leading teachers to relate the concepts with prior working experiences and encouraging them to generate solutions actively.
- (LC) **Collaboration:** Group evaluation and sharing support collaboration among teachers.
- (EMM) **Uses models and modeling of effective practice:** Day 3 activities enrich the ideas and application of effective classroom management models; improve teachers' abilities to apply them to practical problems (see activity "Review example of effective instructional plan").
- (FR) **Provide opportunities for feedback and reflection:** Questions and feedback from peer teachers enable teachers to think deeper in their learning; Self-reflection time gives teachers chances to understand their previous practices and also serves as review time for today's learning.

Workshop Day 4

Topic: What Do Expert Teachers Think about Classroom Management.

Learning Objectives:

Develop a positive, realistic mindset about classroom management.

Engage in positive thinking strategies to prevent emotional burnout related to classroom management.

Learn from experienced professionals about classroom management.

Class Activity	Description	Tools
Review & Introduction	Review previous lectures and activities; Briefly introduce agenda for today and introduce guest speakers as an opening.	Slides
Guest Speaker 1	<i>(ES) (EMM)</i> Guest speaker 1, as an educational researcher, introduces current findings about classroom management and some consensus academic world shares to help teachers catch up with newest ideas within this topic. The guest speaker will also share a specific personal story related to classroom management. Topic focus: Disciplinary strategies.	Slides; Research papers; multimedia content
Group discussion and Q&A with guest speaker	<i>(ES)</i> Based on the research experience and some method in exploring classroom management topics, novice teachers are offered opportunities to raise questions; Share thoughts and highlights in groups about the guest speaking; Exchange ideas with guest speaker about the design outcomes from the previous two days.	Activity Slides
Think-pair-share activity	<i>(LC)</i> Form pairs and discuss: in research settings, if you play the guest speaker's role in his/her situation, how would you react/manage?	
<i>Break</i>		
Guest Speaker 2	<i>(ES) (EMM)</i> Guest speaker 2, as an experienced and expert teacher, shares personal experiences in classroom management and some problems or issues novice teachers can encounter in their career life; provides advice for novice teachers. The guest speaker will also share a specific personal story related to classroom management. Topic focus: Transition from Novice to Expert.	Slides; Curriculum designs; multimedia content
Group discussion and Q&A with guest speaker	<i>(ES)</i> Based on teaching experiences the guest speaker shared, novice teachers are offered opportunities to raise questions; Share thoughts and highlights in groups about the guest speaking; Exchange ideas with guest speaker about the design outcomes from the previous two days.	Activity Slides
Think-pair-share activity	<i>(LC)</i> Form pairs and discuss: in teaching settings, if you play the guest speaker's role in his/her situation, how would you react/manage?	

Continued

<i>Break</i>		
Lecture about classroom management	<p>(CF) Focusing on developing a positive mindset and attitude towards the classroom and strategies to cope with the stress and anxiety when dealing with difficult issues when managing the classroom. (ex. How to deal with the clash when seeing sharp differences between ideal classroom and harsh reality.).</p>	Lecture slides, multimedia content
Think-pair-share activity	<p>(LC) Think about what strategies you have used or you are thinking about to use when you feel stressed and anxious. Share with your partner about why you choose them and how that may help you cope with the negative emotions.</p>	Writing materials
Self-Reflection	<p>(FR) Reflect individually about the learning experience today; Guiding questions include: What did you learn from guest speakers that you didn't know before? What part of guest speakers' work do you think is most interesting? How will you improve your designs in the past two days after talking with experts?</p>	Individual notes

Components of Effective Professional Development:

- **(CF) Content-based:** The training material contributes to the content knowledge development related to classroom management (centered around building a positive attitude and mindset about classroom management).
- **(ES) Provides coaching and expert support:** Guest speakers, as experts, offer cutting-edge information and valuable experience for novice teachers and provide ideas and advice on teachers' class designs. The coaching and expert support help novice teachers to have more completed pictures of this topic.
- **(EMM) Uses models and modeling of effective practice:** Experts introduce their findings as effective practices, helping novice teachers improve skills and strategies.
- **(LC) Collaboration:** Collaboration between experts and novice teachers, as well as among novice teachers, help idea exchange and skill improvement to understand different viewpoints.
- **(FR) Provide opportunities for feedback and reflection:** the reflection part provides learners with opportunities in building connections between learning concepts and applications, to improve thinking and understanding.

Workshop Day 5

Topic: What You Can Do in the Future.

Learning Objectives:

Explore topics in classroom management that go beyond classroom teaching.
 Explore available resources for future career development.
 Develop both short term and long term goals for behavioral changes in classroom management.

Class Activity	Description	Tools
Review & Introduction	Review previous lectures and activities; Briefly introduce agenda for today's session.	Slides

Continued

Review on contents from Day 2 and 3	(<i>LC</i>) In groups of 2 - 3; Review knowledge in classroom management in classroom and school in pairs (can make bullet points, tables, infographic, etc.).	Individual notes
Lecture on classroom management	(<i>CF</i>) 1) Classroom management beyond classroom and school (ex. issues with culture, law, policies, equity; parents' role in classroom management, etc.). 2) Case study from other countries in classroom management for learners to see the difference across countries.	Lecture slides, multimedia content
<i>Break</i>		
Lecture on classroom management	(<i>CF</i>) (<i>SDT</i>) Classroom management skills development resources and training programs available to learners upon completion of this professional development.	Lecture slides, multimedia content
Individual activity	(<i>AL</i>) Identify long term and short-term goals in behavioral changes on classroom management after attending this training on classroom management training; Take notes on short-term and long-term improvement plans.	Writing materials
Self-reflection	(<i>FR</i>) Focus on overall reflection of the whole professional development program (What is the most valuable session and learning unit? Which content changed your understanding about classroom management? Did the program ease your negative emotions toward classroom management? etc.).	Writing materials
End program review presentation	(<i>LC</i>) Present in pairs; design sharing/research introduction/highlight from the workshop.	Writing materials

Components of Effective Professional Development:

- (*CF*) **Content-based:** Training material contributes to content knowledge development related to classroom management (building understanding in those contexts other than classroom).
- (*AL*) **Active learning:** Teacher-learners use their prior knowledge and experiences in reflecting on their future action; the learning activities help learners engage in higher-order thinking.
- (*LC*) **Collaboration:** Group activities help learners engage in collaborative learning to think about the same topic from different perspectives and enhance critical thinking skills.
- (*FR*) **Provide opportunities for feedback and reflection:** Reflection activities promote analytical thinking and help learners think about future changes and better evaluation.
- (*SDT*) **Sustained duration of training:** The training identifies long term support and resources available to learners, helping them to get support when they need classroom management when the training is finished.