

Teachers' thinking about the classroom

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Introduction an the Norwegian context

- References: Vinje, Meland, Norsted, Lefdal, Ulleberg
- Open vs traditional learning environments
- Peter Barrett
- Decentralised ownership structure and very few (if any) regulations about school design.



What do teachers think about their use of the physical learning environment?

- What do teachers think about the way they are furnishing the classroom?
- What do teachers think about how they use the break out spaces in teaching and learning?
- What do teachers think about how they use the walls in teaching and learning?

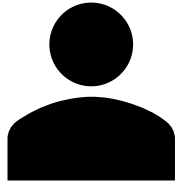
Metaethnographic approach

- Selection
- Cases(4 schools, 8 teachers, 3 local governments, 1 PPP, one open learning space)
- As big as possible opportunity to learn (Stake)
- Synthesis, not analysis

- Interviews: 30 minutes each
- Recorded and transcribed
- Photos from the learning spaces

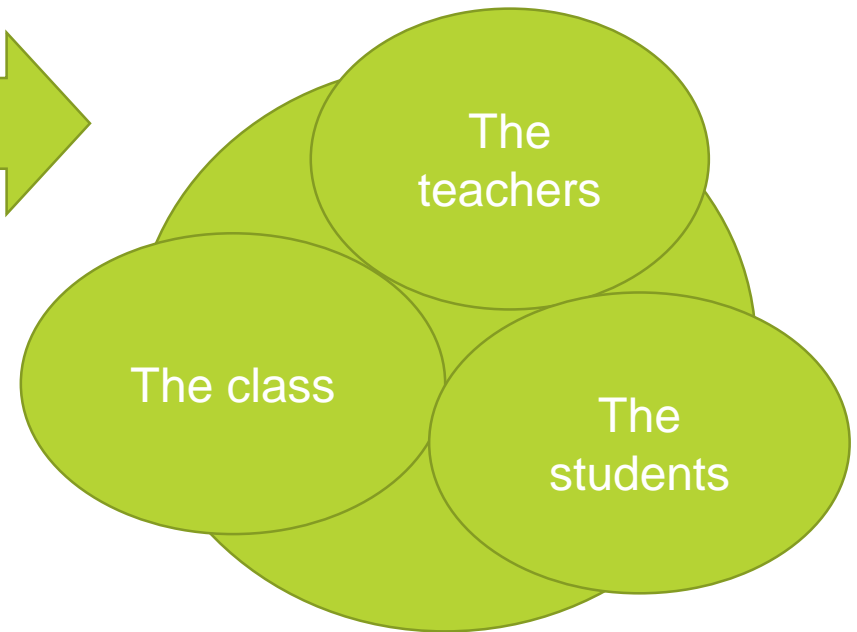
Field, habitus, doxa

Pierre Bourdieu



Symbolic capital

- Cultural capital
- Social capital
- Economic capital



«We have something in common...»

«In this class we do not...»

«In our family...»

«As a Norwegian, I would say that...»

Findings

- **Furnishing**
- *"I feel that having their faces turned towards the whiteboard is the best for the students. They can sit in groups if I tell them to do so. Then they can end up sitting with their backs against the board. The problem if you put together more tables, I have seen some doing so, is having some students sitting with their back to the board, and that is, with my short experience not very smart, because they lose a lot or they have to turn around and get a bad sitting position "(Teacher 1).*



Findings

- **The use of break out areas**
- *"And then we use the green flooring that is outside the classroom as a break out space as well. As I usually say to the students, there's an invisible wall there. "(Teacher 4)*
- *We are pretty much gathered in the contact group at 22. And that's a bit because we made that change last year, "(Teacher 5)*



Findings - Use of walls

- *"But of course, when they sit with group assignments, it's very easy for me to look after them, because I can see in there and see what they are doing." (Teacher 4)*



Teachers seem to build classrooms according to their habitus







The classroom contributes to the habitus, but habitus also contributes to the classroom through the social ways of use one can have.

