

1:1 Organization and Management in the Physical Classroom



Technological innovations...intended to support student inquiry, collaboration, or re-configured relationships among students and teachers continue to be used by only a tiny percentage of America's teachers...Instead, teachers are turning to tools like presentation software, resources like student-friendly information sources on the Internet, and management tools...to support and improve upon their existing practices.

[\(Culp, Honeywell, and Mandinach, 2003\)](#)

Designing Effective 1-to-1 Classrooms: Leading with Evidence-Based Pedagogy

Effective 1-to-1 classroom organization and management is the result of multiple influencers, including: (1) the teachers theory about how students learn, (2) their 1-to-1 pedagogy, and (3) what they want to achieve and the influence laptops can have toward that end as a thinking, learning, doing tool (*as prime instruments of our day for intellectual work that promote critical thinking and the development of the creative process while empowering students and their teachers to do things that had previously not been possible*). Classroom organization and management also provide the basis for a 1-to-1 ‘discipline of learning’ that includes routines (both classroom and instructional routines) for a dynamic 21st century learning environment.

Classroom Organization

Designing effective classroom structures begins with our previous work of (1) identifying and clearly articulating goals (teachers and schools/districts) and aligning expectations to these goals, and (2) identifying those current classroom structures and routines that are effective while adapting them to meet the needs of your students. Key questions teachers should consider and address are:

- How will learners need to be engaged in order to meet my goals and expectations?
- How and where will students collaborate?
- How, where, and when will students present their work to an audience (face-to-face and virtual)?
- Can I provide defensible evidence for why/how my room supports student learning in my 21st century classroom?
- Does my room arrangement accelerate learning?
- Where can students collaborate and take-risks while applying what they are learning through brainstorming, innovation, and creativity?

On page the following pages you will find a table that provides research findings in four areas that influence the physical organization design of an effective 1-to-1 learning culture. Specific research results are included in the first column where you will also find correlation to the 21st Century Learners graphic found on page 13. In column 2 you will find classroom physical design principles that are based on these research results. Lastly, column 3 provides classroom examples of each of the research results that are being shared by 1-to-1 teachers from around the world.

(NOTE: The information and examples in this table are not inclusive of all 1-to-1 research but are presented as vital elements of effective classroom physical organization.)

Research Findings, Design Principles, Examples: Classroom Organization

Research Finding	And so,...Design Principles	Classroom Examples
<p><i>Students are engaged in more hands on learning time.</i></p> <p>(Students as self-directed learners)</p>	<p><i>Strategically organize the ‘what’ of their engagement...including the depth of content knowledge and skills and the cognitive processes they must develop. Develop your students capacity to identify the effectiveness of their</i></p>	<ul style="list-style-type: none"> • Consider student power source, protocols and processes. • Identify the resources your students will need for success. • Provide a virtual classroom site that is available 24x7
<p><i>Students like learning how to be independent learners.</i></p> <p>(Students as social learners and collaborators)</p>	<p><i>Organize your classroom so that students have the resources readily at hand to develop their independence.</i></p>	<ul style="list-style-type: none"> • Consider student power source, protocols and processes • Provide a virtual classroom site that is available 24x7 • <i>Wall of Understanding</i> • Classroom 1-to-1 Norms posted • Expectations for participation posted (ex: online discussions; keyboard shortcuts) • Consider printing expectations (what to print, when to print, how to print) • Consider student audio needs (ear buds or headphones)
<p><i>Students participate more often in collaboration and collaborative learning and work.</i></p> <p>(Students as self-directed learners... Students who are inquiry based)</p>	<p><i>Engage them as contributors in building the classroom learning culture. (research report)</i></p>	<ul style="list-style-type: none"> • Consider the ‘flow of foot traffic’ in your room • Arrange student desks so they can easily discuss, collaborate, and plan • Create a ‘collaboration corner’ • Create a presentation center

<p><i>Students are more self-motivated</i></p> <p>(Students as self-directed learners... Students who are inquiry based)</p>	<p><i>Teach them to manage their learning, time, and 2^{1st} century resources wisely; check to make sure this is happening.</i></p>	<ul style="list-style-type: none"> • <i>Qualities of a Wise Question</i> • <i>Student Voice:</i> Establish a means for students to regularly provide feedback about their learning experiences and to make suggestions for using technology as a learning tool. • <i>3-2-1 Personal Learning</i>
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Classroom Management

Two ideas, when merged, help us identify foundational components for effective 1-to-1 classroom management:

The most effective 1-to-1 classroom management technique is to create an environment where students are busy learning (and having fun!)...Students should be having 'hard fun!'

[Bruce Dixon, President of Anytime Anywhere Learning](#)

We teach not to produce little living libraries on a subject, but rather to get students to think mathematically for themselves, to consider matters as an historian does, to take part in the process of knowledge-getting.

Knowing is a process not a product.

Adapted from Jerome Bruner

When considering the elements of effective 1-to-1 classroom management, it is important to acknowledge that technology resources enable us to live in highly participatory social cultures where, “Not everyone must contribute, but all must believe they are free to contribute when ready, and that what they contribute will be appropriately valued.” ([Jenkins, 2005](#)) As our students bring these attitudes and abilities with them to class, and as we organize and manage our learning cultures to harness their energies and skills, everyone profits. When considering the best classroom management, it is also vital to remember that, “learning results from what the student does and thinks and only from what the student does and thinks.” ([Herbert Simon](#)). Consequently, classroom management in a 1-to-1 class should focus on the opportunities that were not available before implementation. All of these factors have implications for 1-to-1 teachers as they design the management structure and layout of their classrooms.

Research Findings, Design Principles, Examples: Classroom Management

Research Finding	And so,...Design Principles	Classroom Examples
<p><i>Students are engaged in more hands on learning time.</i></p> <p>(Students as self-directed learners)</p>	<p>Establish and clearly communicate your expectations for students as they work and learn. Identify and communicate the outcomes and consequences for student choices.</p>	<ul style="list-style-type: none"> • <i>Just because you can, doesn't mean you should.</i> • <i>3 R's of Choice</i> • <i>Don't do for them what they should be doing for themselves...instead, teach them how!</i>
<p><i>Students like learning how to be independent learners.</i></p> <p>(Students as social learners and collaborators)</p>	<p>Manage your classroom so that they have the resources readily at hand to develop their independence and they know how to use them. Clearly define the consequences for misuse of these resources.</p>	<ul style="list-style-type: none"> • <i>Ask 3 before me!</i> • <i>Student voice or Tips for the Teacher (This works/doesn't work for me because...)</i> • <i>Rule of fist or Monitors down</i> • <i>3 R's of Choice</i> • <i>1-to-1 Norms (school and classroom)</i>
<p><i>Students participate more often in collaboration and collaborative learning and work.</i></p> <p>(Students as self-directed learners... Students who are inquiry based)</p>	<p><i>Establish protocols and communicate these to your students. Hold students accountable for following these protocols.</i></p> <p><i>Teach students the vital nature of inquiry, how to ask questions and construct answers to these questions.</i></p>	<ul style="list-style-type: none"> • <i>Collaboration partners or Collaboration roles</i> • <i>Qualities of a Wise Question</i> • <i>Provide your proof or evidence...</i> • <i>3 R's of Choice</i> • <i>Give one, get one</i>

<p><i>Students are more self-motivated</i></p> <p>(Students as self-directed learners... Students who are inquiry based)</p>	<p><i>Teach them to manage their learning, time, and 2^{1st} century resources wisely; check to make sure this is happening.</i></p>	<ul style="list-style-type: none">• <i>Just in time resources</i> (Class approved search engines and online dictionaries; how to tables, graphs, keyboarding, etc)• <i>Just because you can, doesn't mean you should</i>• <i>3 R's of Choice</i>• <i>Don't do for them what they can and should be doing for themselves...instead, teach them how!</i>
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