Chapter 3
Technology for Classroom Management

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ABSTRACT

Designed practices as well as proactive actions to spontaneous executions addressing any emerging issue during class time and even measures taken belonging to classroom management reflect the philosophies, values, and beliefs of the stakeholders, mostly those of the teachers and the school, thusly making the term a very complicated one. Currently, apace with technologies that ease the job and lives of teachers in the classroom with respect to managing the class, there are programs and devices that directly monitor all sorts of student acts and performance. This chapter aims to resort to technology highlighting the positive links between technology use in the classroom and management practices with a view to sharing some of the existing practices. Educational policies should be scrutinized to provide the optimum—if not the best—conditions for learners of every level with the help of incorporating 'suitable' educational technologies in light of the contexts where teaching and learning take place.

INTRODUCTION

'The dance of the classroom is a difficult one, but it must be managed.'- J. Bergmann

Managing the Classroom

One could comfortably say that classroom management, with the condition that it is carried out to the full extent: as planned and effectively, makes up an essential element of educational management at a larger scale. From calculated and designed practices as well as proactive actions to spontaneous executions addressing any emerging issue during class time and even measures taken belonging to classroom management all reflect the philosophies, values and beliefs of the stakeholders, mostly those of the teachers and the school, and thusly making the term a very complicated one. Classroom management is at times embedded within a teaching standard of 'learning environment' of an isolated nature (Caldera,

Whitetaker and Popova, 2019). Nonetheless, the concept is attempted to be defined by some scholars like Marzano (2003, p.88) as the compilation of 'establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management'. Berliner (1998) gives another definition: classroom management is a process that is composed of all the steps concerning the contact between the students and teachers and also the flow of a lesson. In the new millennium it is interpreted as 'actions taken to create and maintain a learning environment conducive to successful instruction like arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities.' (Brophy, 2006, p.17).

Classroom management indeed is a notion which encompasses all the relationships created and sustained among teachers and learners aiming to better teaching and learning processes by taking them to a desired level at the same time balancing a healthy rapport with the relevant parties in that sense (Emmer, Evertson and Worsham, 2000). Without doubt and as mentioned earlier herein, classroom management constitutes an integral part of any kind of education at a global scale; particularly the face-to-face conducted ones that usually entail a physical setting. It is witnessed that this is valid regardless of socio-cultural contexts, levels, subjects taught and learned and is accurate irrespective of the characteristics of a huge collection of educational institutions. That is to say effective classroom management enhances the overall quality of teaching and learning moving far beyond encompassing the needs of the inherent elements of the process *viz.* learners, teachers and teaching/learning.

Classroom Management Today

Considering the realms of the 21st century, for which learners are to have digital literacy, inventive thinking abilities, effective communication skills, a sense of teamwork, and the capacity to create high-quality projects (Firmin and Genesi, 2013, p. 1604), it would be fair to state that the concept of classroom management still holds its very position in the core of educational administration; however novel ideas, approaches, methods and even paradigm shifts at macro levels have already altered expectations from 'good classroom management' to a great degree. Brown, Bryan, and Brown (2005) and Jakes (2006) call 21st century skills as '21st Century Literacy, Digital Age Literacies'. To differentiate between closely-related terms it could be said that 'digital literacy is the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help whereas technology literacy means the ability to use computers and other technology to improve learning, productivity, and performance.' (Robin, 2008, p.224). Here citing Stukalenko et.al. (2016) might be meaningful as they mention Innovation Theory in education as 'a new field of scientific pedagogic knowledge; a paradigm of inseparable unity and interconnection of the three main pedagogic processes in the field of education: creation of novelties, their mastering and application' and 'innovative processes are considered in three main aspects-social-economical, psychological and organizational-regulatory. Innovative learning can be defined as: 1) a specific type of mastering the knowledge, alternative to the traditional normative learning; 2) a process that provides personality development in teacher and students through democratization of the teacher's position and inclusion of everybody in the cooperative creative and productive activity; 3) a change in the nature of educational cooperation, which creates high level of readiness for a certain future and increases the level of intellectual-communicative activity development and creativity; 4) a specific type of mastering the knowledge, which implies the development of students' skills for cooperative actions in new situations.' (p.6612-6615).

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