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LEARNING PEDAGOGY****Abstract:**

In Singapore, Classroom Management was traditionally taught to student teachers using text-based cases. Feedback revealed that the cases were not sufficiently stimulating and authentic enough. This study investigated the use of video cases of Singapore classroom scenarios and asynchronous online discussion (AOD) to enable student teachers to collaboratively analyse, reflect and develop multiple perspectives of their classroom management practices. This blended learning pedagogy compensated the inability to place student teachers in different classroom situations before their practicum and eventual school deployment. The 128 participants of this study were Postgraduate Diploma in Education (PGDE) student teachers who were doing a core module in classroom management.

This research study produced eight video cases and an online discussion platform that allowed the use of sentence opener scaffolds to prompt participants to think and discuss classroom management issues from multiple perspectives. The data collection instruments included an online survey, the online discussion log and interviews of 12 participants. The online survey sought participants' feedback on their perceptions regarding how this module helped them learn and apply relevant Classroom Management knowledge and skills. The quantitative questions in the survey were Likert-scale type items measuring the perceived benefits and limitations of online discussion and the use of video case study. The open-ended items asked for in-depth comments on how participants will incorporate their insights in the management of their future classrooms and their online discussion experience. The twelve assenting interviewees were asked to elaborate on their survey responses which were audio-recorded and transcribed.

Findings from the quantitative and qualitative data revealed that student teachers perceived the use of video cases were authentic and better than text-based cases and felt that the online discussion helped them look at classroom management issues from multiple perspectives and made them aware of multiple ways of resolving these issues. The video cases enabled student teachers to identify what characteristics and practices they should avoid cultivating if they want to develop into positive thinking teachers. The blended learning pedagogy showed the benefits of how face-to-face lessons can be blended with online activities to better prepare student teachers with the skills to manage a class. The study concludes with a summary of implications and future directions.

**Keywords:**

Classroom management, beginning teachers, video case, online discussion