

Improving Classroom Management in Teacher Education: The Role of Simulations

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Abstract

One of the essential roles of teachers is to create and maintain a productive learning environment in the classroom. However, teachers may encounter challenges in classroom management due to various factors, such as limited training or training that lacks engagement, practical application, or relevance. An intern teacher may observe the classroom management strategies of a more experienced teacher and evaluate these practices in real classroom settings. Over time, as they begin active teaching, they may develop the necessary skills. Yet, a high-quality education in classroom management can speed up this process, helping to correct misunderstandings and address potential issues in teaching early on. Additionally, intern teachers may not encounter certain critical issues or recognize the impact of incorrect interventions in real classroom situations. While theoretical approaches, such as text-based or lecture methods, can outline classroom management strategies and suggest responses to various problems, transferring these skills into practical use can be challenging. To improve classroom management training, simulations featuring realistic scenarios can be highly beneficial. These simulations, designed to replicate common classroom issues within a virtual setting, offer a hands-on and engaging approach, helping teachers to build these skills effectively. Therefore, this research aims to determine whether software that simulates common classroom challenges can aid teachers in developing classroom management skills. To investigate this, previous studies on teacher education simulations were reviewed, and a basic simulation game was developed and tested with five intern teachers as an in-class activity. Their perceptions of its potential application are reported in this study.

Keywords: Classroom Management, Game-Based Learning, Learning Simulations, Student Perceptions, Teacher Education