

Classroom Arrangement in the Elementary Classroom

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Chapter 1

Introduction

Background of Study

Most teachers consider their top priority to be lesson planning and teaching strategies, or at least, that has been the case for me. Of course, these are invaluable to our teaching, but what about classroom environment? “Our classrooms are like our homes,” suggests Ford (2005, p. 1). We should welcome our students into a neat, organized, and accepting environment. One simple step is to welcome them in through our choice of classroom arrangement. The layout of the classroom is an element of teaching that is under our control. As I have debated the different layouts for my own Spanish classroom, I have often wondered, “What impact will this have on learning?” Through my research I will examine the arrangements of elementary school classrooms. Specifically:

- What types of arrangements will I find in elementary school classrooms?
- What factors will teachers consider when designing seating arrangement?
- How does classroom arrangement impact the learning environment?

Significance of the Study

How you set up your classroom is a decision every teacher must make. Unfortunately, it is often only an after-thought. My findings will have implications on any teachers’ classroom, from kindergarten all the way through graduate school. In a study carried out to examine the different opinions in attitude towards seating arrangement between genders, several overarching opinions were discovered (reference here). It appeared that while clustered seating promotes social engagement, students are better able to concentrate when seated in rows (Burgess). Burgess’ study mentioned the need for further investigation under a broader scope. While her

research was comprised solely of college students, my research will examine and shed light on the impact of classroom arrangement on younger students.

Definitions

Classroom arrangement / classroom layout: In my study, I am defining this as the physical design of the room, in terms of desks and tables. I recognize that classroom arrangement can include elements such as lighting and temperature, however in my study I will focus solely on the layout of student desks, teacher desks, and additional work stations in the classroom. For reader convenience, I will primarily use the term “classroom arrangement,” while “classroom layout” should be considered a synonym.

Conclusion:

Classroom arrangement serves as an important factor in a positive classroom environment. “Environment and behavior are not separable and must be considered one unit,” one study insisted (Wannarka & Ruhl, 2008, p.93). We cannot neglect this part of our teaching! My research will explore the types of layouts to consider how teachers decide on layout, and how this impacts the students’ learning environment. Next, I will present crucial findings on classroom arrangement and discuss their implications for my study.

Chapter 2

Review of Literature

Research Purpose and Questions:

Through my research I will examine the arrangements of elementary school classrooms.

Specifically:

- What types of arrangements will I find in elementary school classrooms?
- What factors will teachers consider when designing seating arrangement?
- How does classroom arrangement impact the learning environment?

Most every educator will agree that the classroom environment is a crucial component of creating successful and engaging learning. Studies have been conducted on a variety of factors, including lighting, outdoor view, seat comfort, room size, temperature, and classroom arrangement (Douglas & Gifford, 2001). While this study will be based primarily on the latter, the research concerning several of these factor can help us examine the concept of classroom environment more fully, allowing us to weigh the importance of classroom arrangement as one element of environment.

Teachers normally hold the ultimate control in making the decision about how to arrange their classroom, yet it is also imperative we consider student perceptions. Finally, the research indicates a strong correlation between seating arrangement and academic and behavioral outcomes. We will examine each of these factors as we analyze and review the available literature.

Teacher Perceptions of Common Classroom Layouts

Though there are many possible ways to arrange a classroom, most studies focus on three main types of classroom layouts. The first, and most traditional layout, is that of individual

desks organized into rows, facing the teacher. This layout is often utilized for (but is not limited to) teacher-centered education. A second layout, perceived by teachers to create a more open environment, is the horseshoe, or U-shaped design. The horseshoe provides “maximum visibility of and by the teacher, easy access to students, and a central area...useful for games, mingling, drama activities and so forth,” explained Philpott (1993, p. 4). Lastly, clusters or pods of desks are labeled as “sociopetal,” or “interaction-encouraging” (Douglas & Gifford, 2001, p.306).

What do teachers perceive is important in classroom layout and how do they assess classroom environment? Philpott hypothesized that a strong relationship existed between where people sat in class and their “attitude to class activities” (1993, p.2). The group he studied was comprised of students in Cordoba, Spain, ranging from age 7 up to young adult. The average attendance for each month’s classes was around 135 students. He completed his research in five phases, starting with observations and analysis of student attitudes on a scale from 0 to 4. Over time, Philpott introduced changes in teacher location (of himself and his colleagues also participating in the study), followed by a rearrangement of student desks, and lastly a questionnaire on seating preferences. He noted that when moving the teacher’s position to the center of the classroom, most “felt more like one of the group – less like teachers, more like fellow-travellers” (Philpott, 1993, para. 38).

One additional study offered more insight into how teachers (and later we will discuss students) determine the “friendliness” and their “overall preference” for a classroom (Douglas & Gifford, 2001, p.298). The research performed by Douglas and Gifford examined the connection between observable properties and an individual’s overall evaluation of classroom preference. Two groups were studied, undergraduate students and professors, from either a medium size or

large university campus. In the study, thirty-five different college classrooms were analyzed by the two groups based on photographic images. Findings indicated that professors' views of friendliness were most largely impacted by outdoor view and the type of seating arrangement (Douglas & Gifford, 2001).

Teachers' perceptions on the effects of seating arrangement on overall classroom environment and, specifically, student participation and involvement, indicate priorities we must continue to examine in the classroom. Now we turn to the students' perceptions to better understand the relationship between the physical layout and how a student may feel or behave under certain conditions.

Students' Responses to Classroom Environment

How do students evaluate classroom climate? The before-mentioned research, carried out by Douglas and Gifford (2001), found that students' views of "friendliness" and "preference" were strongly based on seating arrangement and seat comfort. The rating of friendliness they assigned had a high correlation with more interactive seating arrangements, those where seats were clustered in groups or around tables (Douglas & Gifford, 2001). As for their "personal preference rating," the students' were more affected by the seating arrangement than the professors. This study did examine seven different physical characteristics (seat comfort, room size, brightness, etc.) of classrooms. Four of these factors played little to no role in overall preference and friendliness. Yet students were most affected by seating arrangement (Douglas & Gifford, 2001).

Students do have opinions on seating arrangements. These opinions can and will affect their ability to learn. Many students saw their seat in class as an opportunity to either actively participate and interact with the teacher, or purposely distance themselves (Philpott, 1993). In the

study Richard Philpott (1993) conducted in southern Spain, he noted that passive students became more active when the teacher's desk was moved from the front of the room to a location in the middle of the classroom. Concluding remarks explained that the two extremes of classroom participants (the most and least engaged) were the “most extreme in their stated likes and dislikes” of specific seating locations (Philpott, 1993, p. 15). The research showed that challenging students' seating preferences by forcing them to change, brought about overall increased participation and engagement in classroom activities.

Academic and Behavioral Outcomes

Are certain seating arrangements preferable for managing students? Wannarka and Ruhl (2008) carried out a synthesis of previous research in order to “determine which arrangements of desks best facilitate positive academic and behavioral outcomes for primary through secondary high school students” (p.1). The eight different research studies they examined contained at least two of the following classroom desk layouts: rows, groups, or semi-circles.

Results supported the belief that rows increase on-task behavior, by allowing each student personal space to work and by preventing unnecessary interactions. On- task behavior was defined by researchers and teachers as following instructions and hand-raising. Off-task behavior included talking out of turn or moving around the classroom without permission (Wannarka & Ruhl, 2008). While students did ask more questions when seated in semi-circles, the overall support for row seating was indisputable. In rows, students produced a greater quantity of work.

While positive academic and behavioral outcomes seemed to correlate highest with desks configured into rows, the research of Wannarka and Ruhl offered a more appropriate solution to the question posed: “Are certain seating arrangements preferable?” “The nature of the academic

task and type of behavior desired should dictate the seating arrangement.” (Wannarka & Ruhl, 2008, p.91). Rows were recommended as the every-day seating choice, while teachers should consider changing the desk layout to promote higher interaction for specific lesson objectives. There is a “lack of recent data represented,” with the most recent study represented being carried out in 1995 (Wannarka & Ruhl, 2008, p.92). Continued research is needed in this area.

Conclusion

The literature undeniably states that seating arrangement does have an impact on the learning environment. Both the teachers’ and students’ responses to where they sit are a reflection of their involvement and participation in the classroom dynamic. To ensure a positive classroom environment, we cannot ignore the data linking seating arrangement to both academic and behavioral outcomes. In my next chapter I will explain the proposed methods for my research project.

Chapter 3

Methods

Through my research I will examine the arrangements of elementary school classrooms.

Specifically:

- What types of arrangements will I find in elementary school classrooms?
- What factors will teachers consider when designing seating arrangement?
- How does classroom arrangement impact the learning environment?

Research Type

My research can be considered a phenomenological study. Evidence will be gathered by observation of the classrooms and by surveying the teachers of those classrooms.

Methods/Data Collection

Setting. The proposed research project will be carried out in a Christian private school in the Midwestern United States. The population of the elementary school is approximately 125 students. My study will focus on teachers of Kindergarten through sixth grade. There is one teacher per grade level.

Participants. The participating teachers will be chosen based on their friendliness and thoughtfulness in regards to the study focus. This is a convenience sampling, meaning that I am choosing teachers in my own school building, ones I have been in constant cooperation with for the past 6 months. Several teachers are eager to help me out in my research and these same teachers have each been manipulating their classroom seating throughout the year to assess the effects on students.

Permission. This research is part of a class assignment so I do not need permission. I will inform teachers what I am doing because I want them to feel comfortable answering openly and

honestly regarding their classroom layout and their reasoning behind it. No data will be gathered from students, so there is no need for parental permission.

Confidentiality. The participants' names will not be used. I will be identifying teachers by the grade they teach (the grade will be represented by the number following "Teacher"). For example: "*Teacher 1* believes participation is very important in her classroom...."

Observation. First I will pick out classrooms that represent a variety of seating arrangements. After introducing my research to the participating teachers of the chosen classrooms, I will then draw out sketches of each classroom, including the elements of teacher desk, student desks, whiteboard, extra work spaces/tables, and the doorway.

Survey. Each participant will complete an online survey (see Appendix). I have decided to give my survey online for time-saving reasons. Interviewing my participants will not be a viable option due to conflicting schedules. There will not be an appropriate and relaxed time where I can meet with each teacher to perform an interview.

Trustworthiness. Trustworthiness can be established in this study due to prolonged engagement. I have been working with these teachers since the beginning of the school year. In fact, I am located in the same hallway as these elementary school teachers, so that each day I have consistent interaction with many of my participants. Teachers will be able to answer my survey questions at their own convenience and may feel less pressured than in an interview setting. I also plan to show my sketch of each classroom to the teacher so that they can verify its validity and accuracy (peer review). My research will use multiple means of data collection (triangulation). Both the sketches and the survey data can be compared and analyzed to assure validity.

Limitations. At the school, where my study will be conducted, I have a limited number of classrooms from which to select. There is only one teacher per grade level. In further studies I would like to expand my sampling to a variety of teachers at each grade level.

Data Analysis. I will draw pictures of several classroom layouts, including students' desks, teachers' desks, and additional work tables. Then I will search through the data collected in my surveys (focusing on the free-response sections) and find common themes to analyze. I will make note of work spaces that teachers utilize and note the reasoning behind the layouts that teachers use. I will include statistics and charts based on my multiple choice questions.

Conclusions

My methods have been simplified for the sake of time. I hope to gain a better understanding of classroom arrangement by observing these elementary classrooms. Since this research will be completed as a class assignment, I believe starting on a small scale is the best way to learn the practice of qualitative research. However, I do recognize the limitations of my study. My next step will be to collect and analyze the data.

Chapter 4

Results

Through my research I will examine the arrangements of elementary school classrooms.

Specifically:

- What types of arrangements will I find in elementary school classrooms?
- What factors will teachers consider when designing seating arrangement?
- How does classroom arrangement impact the learning environment?

Data Collection

Observation. I chose to observe three different classrooms, one for each type of seating arrangement. I sketched the key elements in each of these rooms (teacher desk, student desk, additional work stations, whiteboard, and the doorway). These observational drawings were then used to verify my survey results.

Survey. Originally I had planned to limit my data collection to classrooms only located at one small, private school in the Midwestern United States. As I began to collect data through survey results, I quickly realized I did not have enough data to provide a thorough and detailed analysis of classroom arrangement. I decided to survey additional elementary teachers in my graduate school class. These additional teachers all taught at a public school located within the same city. This was, once again, a convenience sampling. I ended up with seven participants in my study.

Data Analysis

Observation. The observational drawings were used for several reasons. The drawings were able to provide a visual representation of Research Question 1: What types of research arrangements will I find in elementary classrooms? I also was able to verify the survey results

by comparing my sketches of arrangement with what teachers actually said about their classroom arrangement.

Survey. The survey results were analyzed in two different ways. The multiple-choice questions presented data that could be rearranged into a table or graph. I have included these visuals below in my findings. Open-ended questions were coded based on major themes. The five major themes evident in my data were: class discussion, personal space, teacher access, participation/focus, and group work.

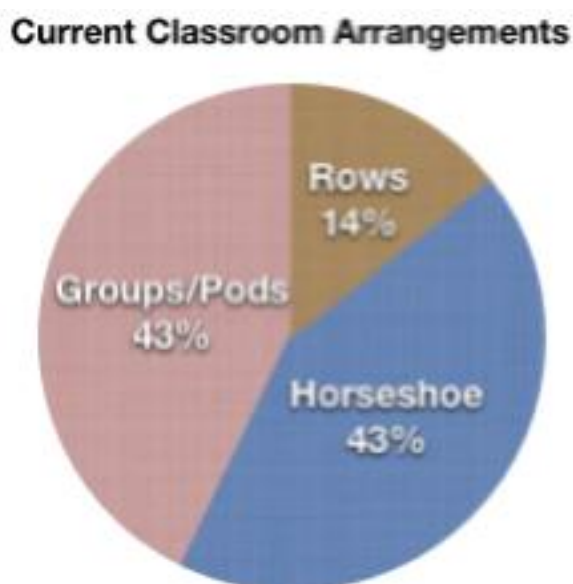
Findings

Research question 1: What types of arrangements will I find in elementary school Classrooms?

Figure 1. Summary of Participants and Classroom Arrangement.

Teacher	Grade Taught	Classroom Arrangement	Teacher Desk
Teacher K	Kindergarten	Horseshoes	front corner
Teacher 3C	3rd grade	Groups	front corner
Teacher 3J	3rd grade	Groups	front corner
Teacher 3U	3rd grade	Horseshoes	front corner
Teacher 4	4th grade	Groups	front corner
Teacher 5	5th grade	Horseshoes	front corner
Teacher 6	6th grade	Rows	back corner

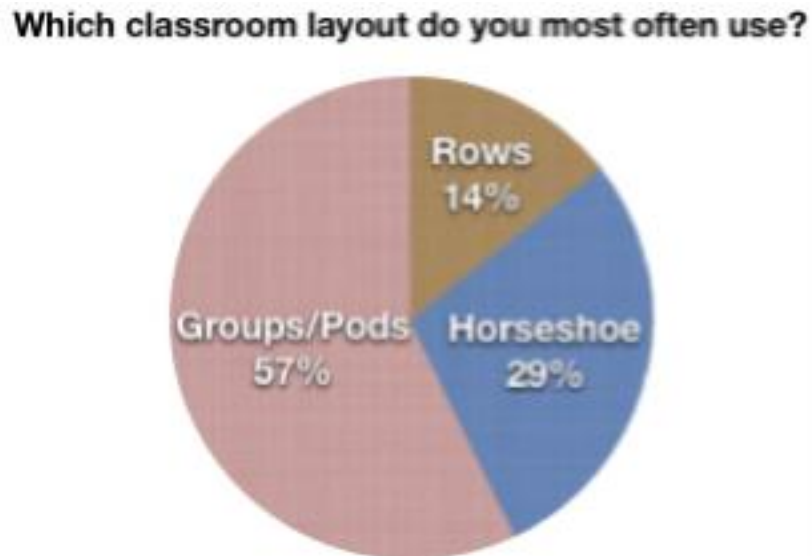
Figure 2. Survey 1, Question 1.



Figures 1 and 2 provide a summary of the different arrangements I found in the observational stages of my research. Figure 1 served as a useful reference in understanding and interpreting subsequent findings.

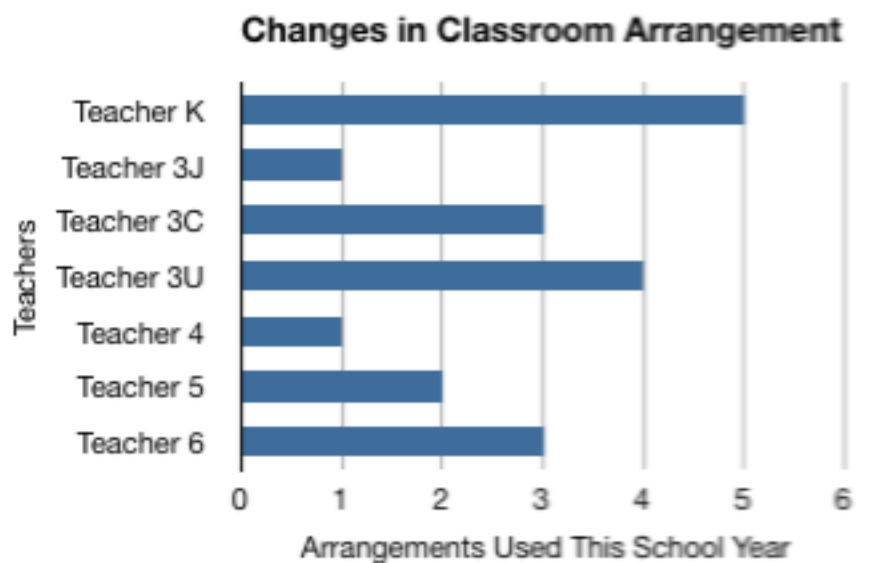
Changes in classroom arrangements. While Figure 1 represented the current seating arrangements in my participants' classrooms, I recognized the possibility that a teacher may have recently changed layouts. Included in my survey was a question regarding which classroom arrangement teachers most frequently use throughout the school year. While most teachers' current arrangement was the horseshoe, the most commonly used arrangement was groups/pods. These results are shown below in Figure 3.

Figure 3. Most Common Classroom Layout: Survey 1, Question 1.



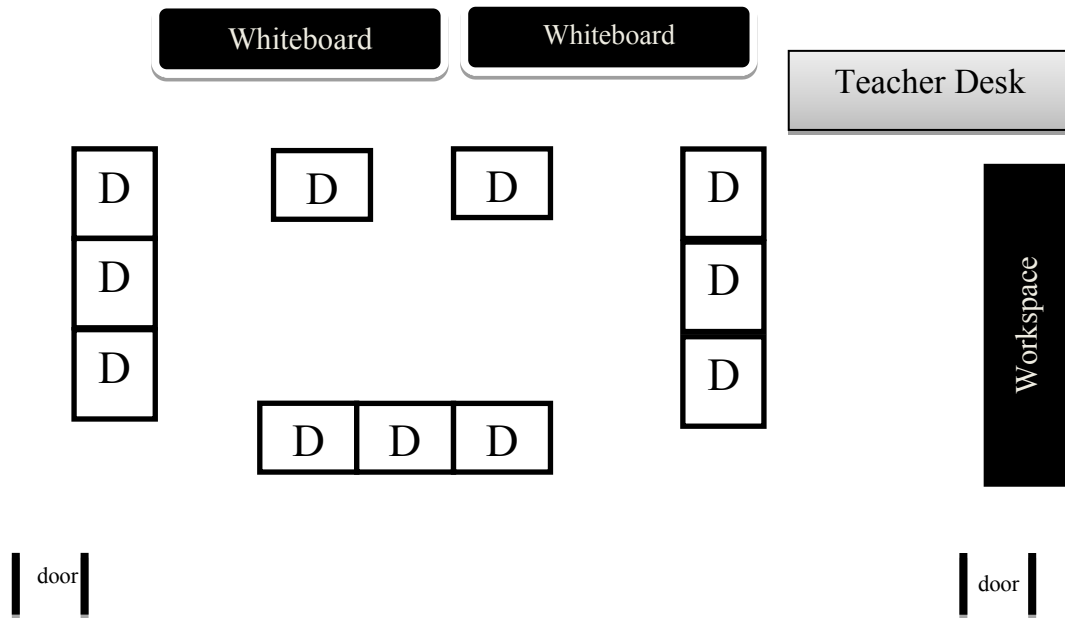
Teachers had changed their classrooms multiple times during the year. Out of seven different teachers, over half had changed their layout at least three times thus far. Only two of the seven had only tried one arrangement this year. Figure 4 depicts the findings from Survey 1, Question 5.

Figure 4.

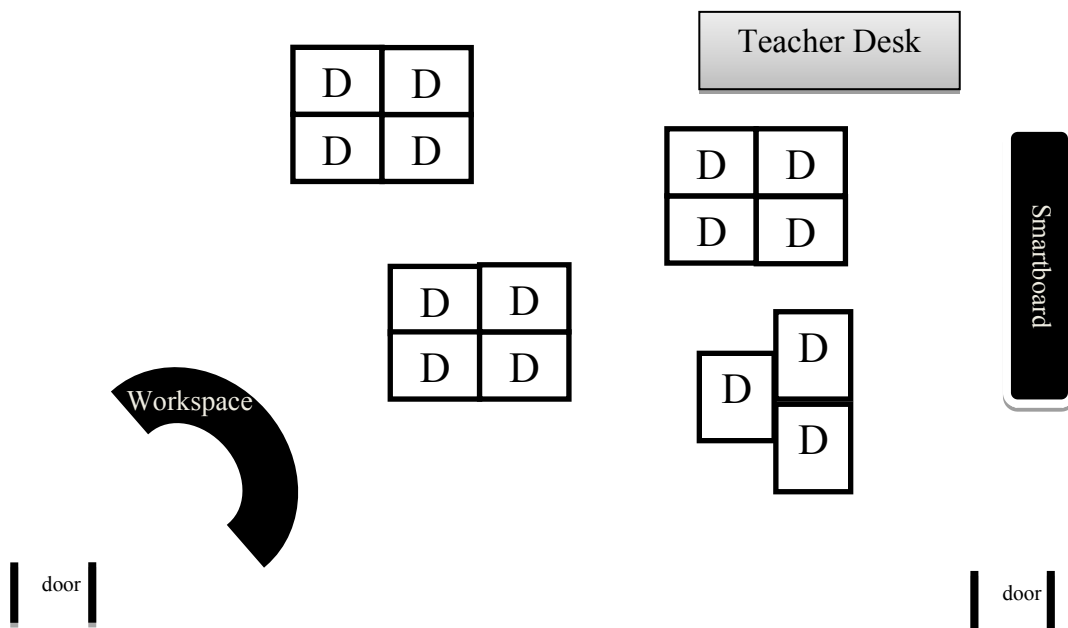


Observational Sketches. The letter D in each image represents a student desk.

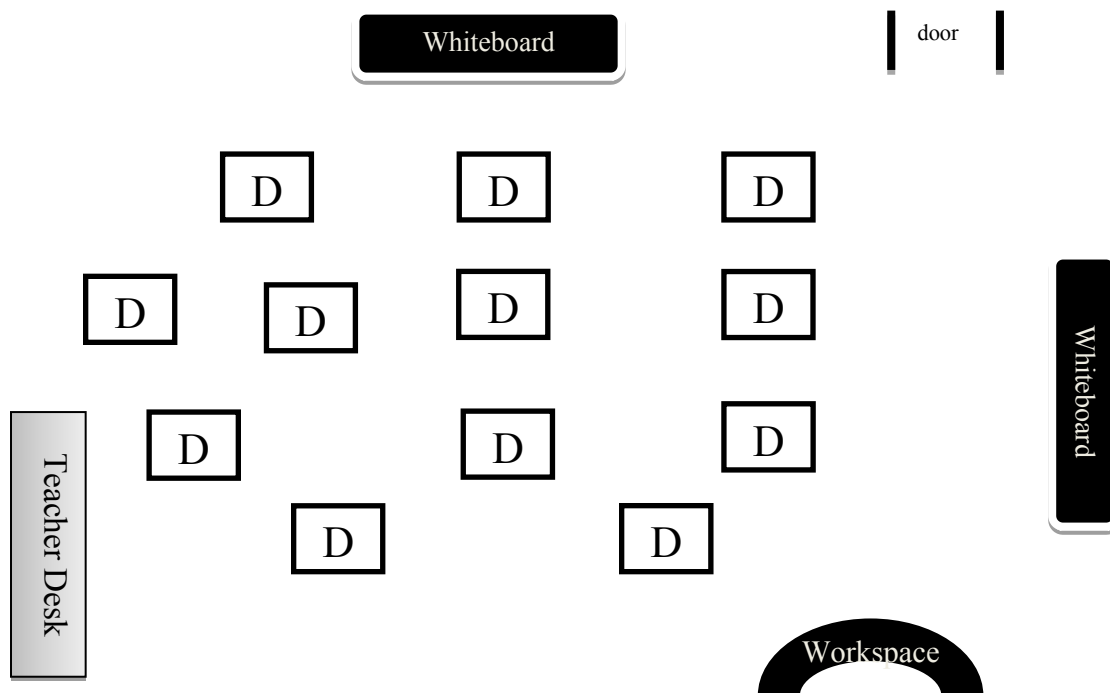
Teacher 5's Classroom:



Teacher 3J's Classroom:



Teacher 6's Classroom:

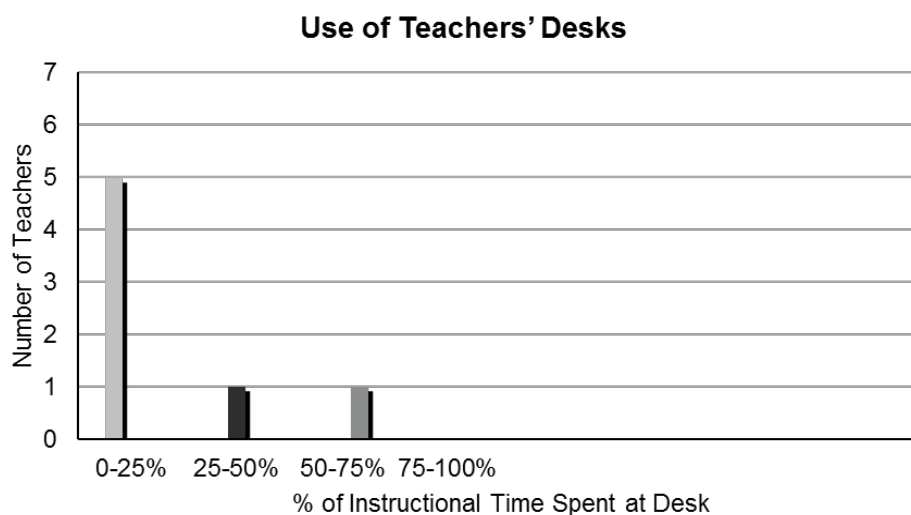


Students' Desks. Among the seven participating classrooms, I found that students' desks were arranged in one of three common layouts. These layouts were rows, horseshoe(s), or groups/pods. The most popular arrangements I found were groups/pods and the horseshoe. Rows were the least commonly used among elementary school teachers.

Teachers' Desks. All teachers but one placed their desk in the front corner for an easy view of all students. Teacher 6 placed her desk in the back corner. However, upon reading her survey answers, I learned that this teacher has a podium at the front of the room, from which she commonly teaches.

Another interesting factor to examine was the percentage of time that teachers actually spent teaching from their desk. Teacher 3C explained "I rarely sit at my desk, I'm usually walking around the classroom or working one on one...with students." The results can be found in Figure 5 below.

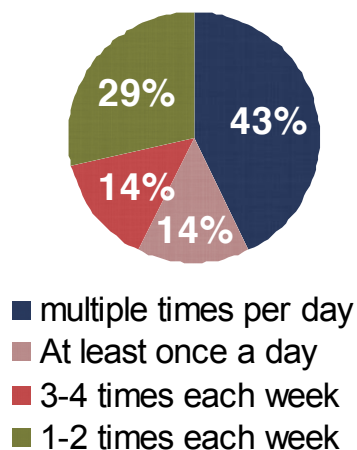
Figure 5. Survey 2, Question 3.



Additional Work Space. Every participating teacher did have additional work tables available for student use. Most of these tables were located in the back or side of the classroom. These tables were most often used for discussion, individual instruction, labs, games, and specific group work assignments. Teacher 3J described her additional work station as an “opportunity for student-led learning.” How often do students use these additional work spaces during the school week? See Figure 6 for the survey results.

Figure 6. (Survey 2, Question 6)

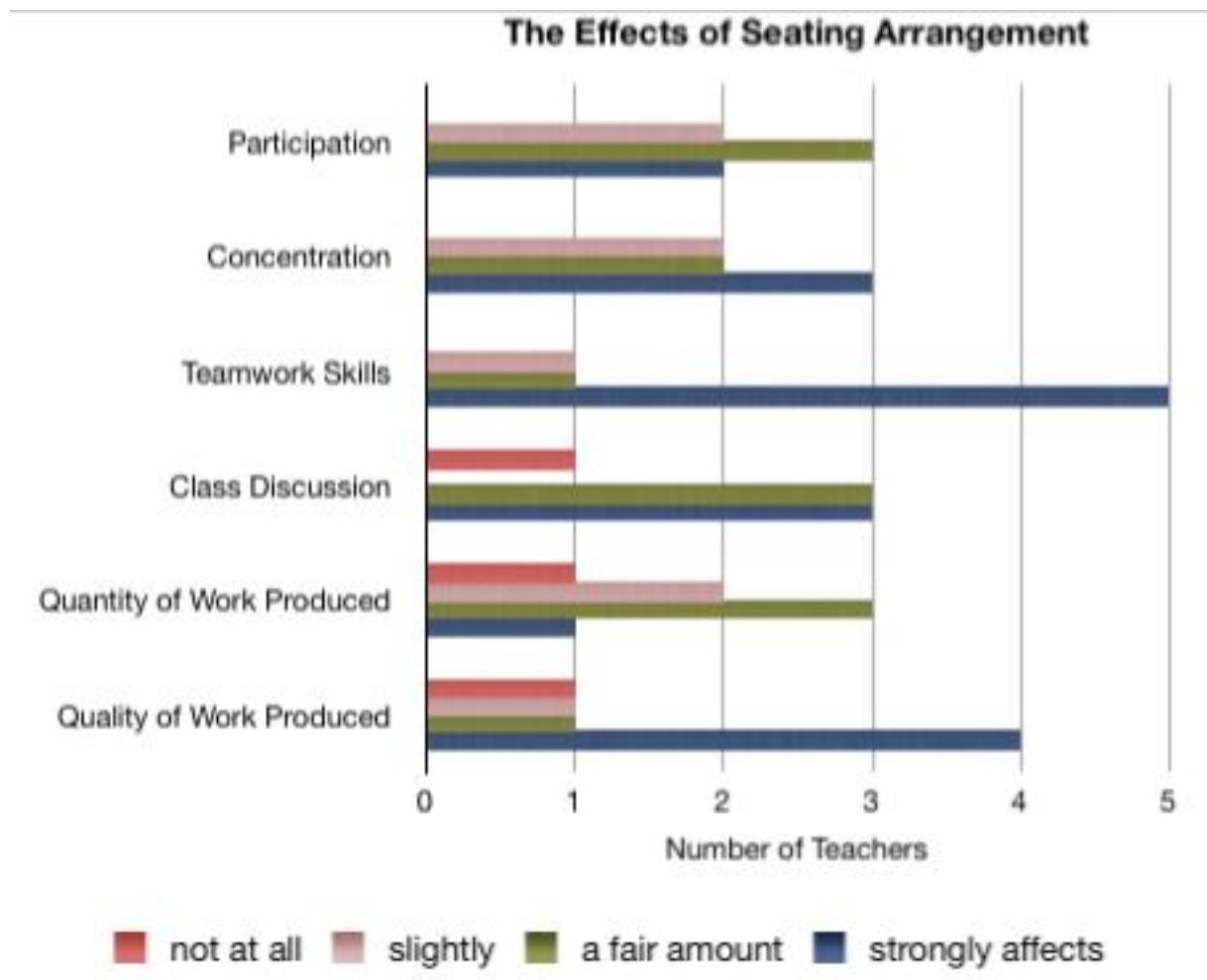
Utilizing Additional Work Space



Research questions 2 & 3: What factors will teachers consider when designing seating arrangement? How does classroom arrangement impact the learning environment?

Many of my survey questions were designed to investigate the impact that classroom arrangement had on various academic and behavioral factors. Figure 7 correlates with data obtained in Question 6 of Survey 1. Teacher 6, whose students were seated in rows, evaluated the effect of her arrangement on class discussion as “not at all” and the effects on participation and teamwork skills as “slightly.” On the other hand, Teacher 3J, whose students were seated in groups/pods, remarked that participation, teamwork skills, class discussion, and quality of work produced were all strongly affected.

Figure 7. Survey 1, Question 7.



I will now examine the findings of my research-coded themes -- the five major factors evidenced in the survey data. These factors were class discussion, personal space, teacher access, participation/focus, and group work.

Class discussion. Comments on classroom discussion were shared by three teachers, each one with a different classroom layout. Teacher 3J strongly believed that her groups fostered “better classroom discussion”. Yet, Teacher 3U, with a double horseshoe in her classroom, explained that her students liked that they could see everyone during group discussion. Finally,

Teacher 6 stated that her students, although seated in rows, were “close enough that they [could] discuss when necessary.”

Personal space. Personal space was often mentioned by participants in this study as a factor that students highly valued. From Kindergarten all the way through 6th grade, teachers stated that students liked to have their own space in which to work. Teachers who used groups/pods found a common solution to the dilemma of ensuring students their own personal work area. Both Teacher 3J and Teacher 4 provided students with cardboard study carols that they used during independent work.

Teacher access. The teachers’ ability to access and view students was also mentioned frequently. Teacher 6 described the difficulty with her classroom size. If she faced students the wide way, in rows, then the students on the edges were very far away, making teacher access more difficult. Of the four teachers commenting on access, three of these teachers had a horseshoe shape in their rooms (Teacher K, Teacher 3U, and Teacher 5). These three teachers described the ease, with a horseshoe-shaped arrangement, of walking around, viewing students work, and assuring that students were on task.

Participation / Focus. Participation and focus were highly important in a teacher’s evaluation of the strengths and weaknesses of their classroom arrangement. In fact, five out of seven teachers commented on this factor (more than any other factor being examined in my findings). Teacher 6 explained that part of her reasoning for rows was that it spread the students out to discourage excessive chatting. I found that Teacher 3U supported this opinion. Although her students were in horseshoes, she agreed that “talkative students needed to be put in rows.”

What about groups/pods and its impact on participation and focus? Teachers 3J, 3C, and 4 mentioned the temptation for students to talk excessively in groups and because some face

away from the teacher, it makes it harder for them to focus. Often they don't turn their bodies to the front. Teacher 3U had previously placed her students in rows. Upon changing to the double horseshoe, she noted that "talking had been dramatically decreased."

Group work. Finally, group work was a highly-considered factor in determining classroom arrangement. Teacher 3C mentioned switching her students to groups/pods so that they could do more group activities and build teamwork in the classroom. Teacher 4 also held this belief, describing collaboration as a "necessary skill!" Her assessment was that groups/pods were the best layout to work on collaborative projects. While both of these teachers had classrooms organized in groups/pods, Teacher 5 explained that her horseshoe layout gave "more space for group activities."

Conclusion

My findings effectively answered and explained my research questions. I was able to uncover different classroom arrangements found in elementary schools. My coded themes were essential in understanding the factors that teachers considered in classroom arrangement and how these arrangements affected the learning environment overall. Next, in Chapter 5, I will summarize my results and interpret them, so that elementary teachers might realize the weight of classroom arrangement on the learning environment.

Chapter 5

Conclusions, Recommendations, and Limitations

How a classroom is arranged does matter. Through my research I examined the arrangements of elementary school classrooms. My research questions were:

- What types of arrangements will I find in elementary school classrooms?
- What factors will teachers consider when designing seating arrangement?
- How does classroom arrangement impact the learning environment?

My main desires were to determine what types of arrangements I would find in elementary classrooms, examine why teachers use these layouts, and explore the impact on student learning. Since classroom arrangement is a factor that normally remains under our control, I found it an important element to research and examine.

Research Description

The research I performed was qualitative in nature, with a focus on observations and surveys as my means for data collection. I ended up with a total of seven participating elementary teachers. By coding my survey responses and analyzing data based on my three research questions, I was able to pull together information that could lead to changes in how we think about classroom arrangement.

Conclusions

Research question 1: What types of arrangements did I find in elementary school classrooms? My research found that the horseshoe and group/pods were the two most commonly used layouts in elementary classroom, highly preferred over the use of rows. I also examined the location of the teachers' desk and additional work spaces. I found that the latter proved to be a more important factor in layout. Additional work tables served several important

roles, including facilitating group work or allowing for hands-on activities. The teacher desk location was not nearly as important, since the majority of teachers were only at their desk between 0 and 25% of their instructional time. Instead, teachers made use of small podiums, the document camera, or simply walked around while teaching. I found this data refreshing, as I believe a strong teacher is one who is constantly ready and willing to come alongside a student.

Research question 2: What factors do teachers consider when designing seating arrangement? One of the most highly considered factors in deciding upon layout was a teacher's goals for her students. Many teachers strongly believed in promoting teamwork and collaboration, and thus designed their seating arrangement with this in mind. Others were heavily influenced by the accessibility of the students or the distractions that might arise in certain layouts.

Overall, teachers consider so many factors. The ultimate decision for layout is based on what teachers believe to be most important and valuable for their students' learning. Yet teachers did not succumb to the myth that student desks are "set in stone." Four of my participating teachers had changed layouts at least three times this school year. These teachers realized the flexibility that comes with being a teacher and were ready to reassess their current layout when necessary.

Research question 3: How did classroom arrangement impact the learning environment? My findings clearly showed the relationship that classroom arrangement has on the learning environment. In fact, the impact of classroom arrangement cannot be limited to a specific number of predictable factors. Yet, many more factors could potentially be examined in the future. My findings focused on the categories of class discussion, personal space, teacher access, participation/focus, and group work. The physical environment can affect us in many

different ways. No single layout could be termed “the best.” Instead, each teacher described both the advantages and the disadvantages associated with their classroom arrangement. Teachers should choose carefully when deciding on layout, remembering that with each layout there is a correlation with classroom learning and behavior.

Recommendations

Examining classroom arrangement was a fascinating endeavor. My focus was on elementary classrooms. Further research should be carried out focusing on middle and high school students. At each of these developmental levels, students are acquiring different skills. Teamwork and cooperation is an essential skill that must be taught early on. However, it would be interesting to look into the social needs of students in older grades and how classroom arrangement might help support the needs of those students.

If I were to carry out this research study again, I would look to expand the number of participants to at least 25 elementary teachers in the area. A larger sampling might slightly alter my data, or simply help to verify its validity. I would also like to observe in a classroom with a non-traditional layout (an arrangement other than the three I examined in my study.) Additionally, observations performed during instructional time would help explain how arrangements impact the learning environment by gaining insight through my own observational lens, rather than a potentially-biased teacher.

My personal recommendation for elementary teachers would be to consider carefully the benefits and setbacks of your classroom arrangement. Make use of additional workspaces and remember that your seating layout can be changed to accommodate different learning goals. Many teachers are afraid of the distractions that come with group/pod seating. However if students can be taught to focus on the teacher when needed, this layout can be highly effective

in teaching students to work as a team. The horseshoe method offers teacher access to students, while still creating a unified class feel. Elementary teachers should consider these two arrangements as strong options for their classrooms.

Conclusion

Classroom arrangement is an essential element impacting the learning environment. Yet so many teachers hardly give it a second thought. How we arrange our room says many things about our learning goals for our students and about who we are as teachers. Remember Ford's (2005) analogy from the introduction of my research, "Our classrooms are like our homes." After your guests leave, take time to reflect (Ford, 2005). "Did my guests feel welcomed and appreciated? ...Will my guests want to come back?" (Ford, 2005, p.2). Why not create an environment that promotes learning? Arrange your class so that you appreciate your students and they can appreciate you!

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Appendix

Survey 1.

Classroom Arrangement

1. Students' Desk Arrangement

1. Name (First, Last) - grade you teach

2. Which type of classroom layout best describes your room at this moment?

- ☐ Rows
- ☐ Horseshoe
- ☐ Groups/Pods

3. What factors did you consider when picking this layout?

- ☐ students with special needs
- ☐ participation
- ☐ behaviour
- ☐ teaching style
- ☐ classroom activities

Other (please specify)

4. Which type of classroom layout do you most commonly use throughout the school year?

- ☐ Rows
- ☐ Horseshoe
- ☐ Groups/Pods

5. How many different layouts have you tried this school year (this does not mean moving students, but literally rearranging the desk positioning)?

6. For what purposes have you changed your classroom layout? What was the reasoning or thought process behind these changes?

quantity of work produced

quality of work produced

8. Have you noticed student preferences towards one layout over another (rows vs. horseshoe, groups vs. horseshoe, etc.)? If so, which students and what might impact their preferences?

Survey 2.

1. Teacher Desk and Special Work Stations

These questions seek to uncover information regarding teacher position and additional work spaces in the elementary classroom.

1. Name (First, Last) - Grade you teach

2. Where is your desk (the teacher desk) located in the classroom?

☐ front middle

☐ front corner

☒ back middle

☐ back corner

☐ in the center/middle of the room

Other (please specify)

3. How often would you say you stay at your desk during instructional time with students (does not include planning periods)?

☐ 0 -25%

☐ 25% - 50%

☐ 50% -75%

☐ 75% - 100%

Other (please specify)

* 4. Do you have additional work tables or stations in your classroom? Explain where these stations are.

* 5. In what ways do students use these specific work stations (for what tasks, types of activities, etc.)?

☐ At least once a day

☐ 3-4 times each week

☐ 1-2 times each week

☐ rarely

☐ Other (please specify)

2. Closure Questions

Thank you for your honesty and thoughtful responses. Finish the survey by responding to these closure questions.

*** 1. What do you consider the benefits of your current seating layout ?**

*** 2. What are the disadvantages of your current seating layout?**