



# Univerzita Karlova v Praze, Pedagogická fakulta

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## Review of Dissertation Work

**Student/Author:** Baby Sri Murniyati Poernomo, EMSEN study program

**Supervisor/Tutor:** Doc. PhDr. Jan Šiška, PhD.

**Dissertation Theme:** How do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders in a primary special school

**Reviewer:** Libor Novosad, MSc. PhD.

**Academic year:** 2008 - 2009

### Summary:

The author is focusing on the examination how teachers ensure creating of positive environment for children with emotional and behavioural disorders in a special primary school using the way of mobiliary lay-out and classes adjustment.

I do not have any basic remarks on the **formal** part of the work. The extensive text is worked out very carefully, it is completed with photos and enclosures, is sub-structured digestedly and in logic sequences. A number of quotations and reference illustrates the author's extensive work with expert literature. Unfortunately I miss the Czech sources here what is paradoxical as the research was realized in the Czech surrounding.

As far as the **content** part, it can be said that the author elaborates in detail the meaning of the class environment both in the relation to educational process and its efficiency, and also in the relation to specifics and needs of pupils with emotional and behavioural problems. She pays attention to the fact how young and skilled teachers perceive the influence of lay-out of their classroom (e.g. placement of benches and other furniture, position of the teacher's desk, lay-out of AV and PC technics, notice boards and educational or visual aids and also e.g. children drawings and paintings) on the all around environment and climate in it. It means, if the lay-out of the classroom contributes or does not contribute to successful run of school activities and if it has any influence on demonstration of problems of individual pupils.

From the methodology point the orderlines with which the author was working can be evaluated very positively. Starting with bringing into the topic, analyses of relevant literary sources, explanation of separate work aspects, formulation of research questions and limitation of inquiry methods, analyses and evaluation of gained facts he comes to summary and comments on the research and recommendations flowing out from it.

The objective findings cannot be generalized with respect to below stated "*limits*" of the research (it concerned one Prague primary school and addressed its headmaster and 5 teachers) but in spite of this it is evident that the whole process of processing of this work and recommendations that were accepted at it, can be exploitable in the expert work further on incl. Indonesia.

### Remarks:

- Certain limit of the work is a partial language incompatibility (especially at transcriptions of very detailed questionnaires and interview with pedagogues) and a low number of respondents (6).
- It is a pity that the author did not pay attention to more schools that could have resulted in a comparative study with interesting results. Anyway, it is evident that the view of „school environment management“ belongs to factors that influence both the pupils behaviour and educational process. With respect to this fact and author's possibilities the presented work can be considered as acceptable and valid.

### The Defence Questions:

1) In your work you among others focus on the teachers' competencies concerning the environmental adjustments in the classroom, on parts of equipments influencing the environment and "harmonizing" the class as well as the teacher's interest and creativity and support of the school management. How can the classroom lay-out reflect various needs of pupils and how can it influence them positively? Can you give some examples?

2) During my study visit to Canada I saw so called "quiet room" at school for pupils with emotional and behavioural disorders. It was a room of about 2x2 m, with upholstered walls and floor, where pupils were placed for "tranquillization" (aggressiveness, distraction, discomposure, etc.). Isn't it more suitable to prevent from similar situations by creating of resting-relaxing zone in the classroom?

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Libor Novosad

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