

Structure and the Classroom After Remote/Hybrid Learning: A Case Study

Jason Felihkatubbe

Faculty: Kimberly D. Wilson

Department of Intervention Services and Leadership in Education, College of Applied Studies

INTRODUCTION: In the fall of 2021 the researcher accepted a one-month assignment as a substitute for a fifth-grade classroom in a Title I school in Kansas while the teacher of record went on a leave of absence. At the beginning students weren't following rules and expectations, they had difficulty staying on task, and completing homework. The classroom had to be restructured and students held accountable. The curriculum was adapted to make it more appealing and applicable. Mindfulness techniques and social-emotional skills were integrated.

PURPOSE: The purpose of this study is to illustrate the importance of a transitional period prior to teaching after remote/hybrid learning.

METHODS: The case study approach was utilized for this project with data coming from classroom observations and data from calculated grades of student's work.

RESULTS: Changes resulted in an increase in overall participation and completion of work, as demonstrated by the chart titled 'Homework Submission Rate' and an overall increase in the quality of work performed as demonstrated by the chart titled "Average Score of Weekly Decoding Assessment."



CONCLUSION: After being absent from the traditional classroom environment for an extended period, there is a transitional period in which a student must become reacclimated to the rules and expectations and social norms of the public school system. This can be accomplished with structure, accountability, flexibility, and sensitivity.