

THE INFLUENCE OF CLASSROOM DESIGN ON TRAINING PRIMARY SCHOOL STUDENTS THROUGH HIDDEN CURRICULUM

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Abstract

The paper The Influence of Classroom Design in Training Primary School Students Through Hidden Curriculum, was born from the need to analyze and compare in a organized form two educational paradigms the traditional and the modern in terms of class design as part of hidden curriculum. This paper tries to surprise, characteristics, design a modern classroom, a school other than the one we currently dominant and how it affects small school education, through what we call learning hidden curriculum and spontaneous learning. We will try building the image of a school, a classroom, where the pupils go with pleasure and to be happy. A school, a classroom where the spaces are prepared to wait for children, to attract them, to motivate, lead them to feel rewarded for the effort to learn some of the learning that occurs by itself, the daily existence through natural manifestation in these areas, specially designed to educate and shape.

Keywords: *design in primary education, hidden curriculum, spontaneous learning, prepared spaces;*

Introduction

The paper, The Influence of Classroom Design in Training Primary School Students Through Hidden Curriculum, was born from the need to draw attention to the rough role which the classic design has, by the hidden curriculum, in training the little students.

This problem and the desire of paying its attention appeared and became important once the preparatory classes started their activity, which is a real and noticeable reflection of the modern paradigm, at least in terms of methodology and what it should exist and happen here.

This paper tries to surprise the characteristics of a modern classroom design, of a school other than the one we dominantly have at present, a school where the child could go gladly and where he could be happy. A school with spaces prepared to wait for their children, to attract them, to motivate them, to make them feel rewarded for their effort of learning, where a part of the learning comes by itself, through the existence in these spaces, designed with the purpose of training them.

The school as an institution vested with the responsibility of offering a mass education has suffered over the years a number of changes, most often superficial and without covering slogans through the practice. Education itself is evolutionary and hence built and the spaces specially designed will take this dynamic and evolutionary character.

The child of our times requires a school to meet his needs of independence and dynamism, his need for change, a school which should attract him by what it offers.

1. Conceptual distinction

Design is a word of English origin which means project, drawing, sketch, in order to be designed, to be created.

As defined by the ICSID (International Council of Societies of Industrial Design), "The design is a creative activity whose aim is to create multi-functional qualities of objects, processes, services and systems (where they work) along the whole of their life cycle. As such, the design is a major factor of innovative humanization of technologies and a decisive factor of cultural and economic exchanges."

Using the term in education, the class design, we refer to the class as a way of organizing space, as endowment, as a way to use the whole environment, it provides education functionality, efficiency, pleasant appearance, implicitly achieving the learning objectives proposed through ordinary effort, rewarded by the pleasure of spending time, the desire to return to that environment. A class designer has the role of optimizing the function, the value and the appearance of educational space for the mutual benefit of users and producers: students, teachers, parents.

The subliminal Curriculum (the hidden curriculum) includes all learning and development experiences direct or indirect, explicit or implied, resulting from educational environments and the general psychosocial climate in which educational activities are conducted. (Chişiu, 2010)

It is known that the content of education or curriculum elements are not always manifest, noticeable or measurable. The literature suggests terms such as hidden curriculum or *contenus caches* for some of the values which are transmitted through the school. The term hidden content implies embedded values of students which are not included in curriculum planning, and includes informal or formal influences, due to the sociocultural structure of the proximate environment, family, street groups, the personality of the actors involved in the educational relationship. Another aspect of the hidden content consists of the ideology or the culture of a school - meaning rituals, rules, conveniences, procedures. (Ornstein, 1989)

Philippe Perrenoud includes in the hidden contents value predispositions for behavior and skills such as: knowing how to spend your time, to defend yourself, to make yourself liked, to choose, to manage, to protect yourself, to remain autonomous, to make yourself heard, to revolt etc.

In other words, it is a particular ethos, different from school to school, from class to class, which also mark in a certain way all those involved in the *paideic* exercise.

Hidden curriculum – refers to all learning and development experiences direct or indirect, explicit or implied, resulting from class educational environment, from the school, from the local area, influenced by the teaching staff and the various groups of influence. Not all practices are class oriented, observable and relevant learning experiences according to the formal curriculum. The hidden curriculum is related to students' unintentional experiences which does not meet the objectives of training and education nor the explicit curricular content and methods of the official program, but which influence students' school socialization. (Cucoş, 2001)

Hidden curriculum refers to non-academic and implicit learning, supported by the essential school environment, unlike the obvious or intended curriculum, which is the product of the cognitive school environment.

An important role has also the organizational culture and the interpersonal relationships in which schooling takes place: social relations, dominant behaviour patterns, symbols, self-image, etc. The pedagogical influence of this curriculum is, mostly unplanned and unintended. (Bîrzea, 1995)

Hidden curriculum is the learning experience that emerges from psychosocial and cultural environment of the classroom (the classroom design, the climate of the study, the teachers' personality, interpersonal

relationships, the system of rewards and punishments that influence the self-image, attitudes toward others, the own system of values.

As it is about intentional learning, it calls less effort, it provides durability and sustainability and risks if the orientation is not a positive one.

2. The value of modern design as part of the hidden curriculum

Small schooling involves a problem which means school adjustment. The design of a modern class, child-driven, is responsible so that these issues could be solved and the child's adjustment to new conditions of activity could be achieved with maximum efficiency and minimum effort.

Modern class, its design, its specific teaching strategies include implicitly, the hidden curriculum, assuming the contents, value predispositions for behavior and skills such as: knowing how to spend your time, to defend yourself, to make yourself pleasant, to choose, to manage, to protect yourself, to remain autonomous, to make yourself heard, to express your dissatisfaction in a constructive manner, through the teacher's practice itself and of the whole educational group. In other words, it is life itself; it is what happens step by step, minute by minute, in the classroom space, in the group that operates here, it's the particular ethos of the class, absolutely different from the other classes.

The impact of hidden curriculum lies in the effect of learning and development experiences, direct or indirect, explicit or implied, resulting from class educational environment, the physical environment and the organization of space, the decorating, the distribution of the materials, classroom rules, actions influenced by the educator but also by the group of students.

By the unintended experiences of students, by the teaching strategies used by the approach and organizational learning through the organization of school life, by the way of organizing the network and communication which do not meet explicit objectives of education and training or curricular content and methods from the official curriculum, the modern class design influences children's development, the practice and the development of a wide range of skills necessary for life.

Modern classic design is designed in such a way as to attract both the planning mode, the practicality, the ergonomics of the design and layout, with bright colors that produce a friendly and functional environment, where students are free but also responsible for the comfort and the rights of his colleagues and of his educator.

In a classroom with a modern design, children will find and will live in a place which represents them. They will find spaces specially prepared for them, for their needs and interests and they will learn to prepare such environments for themselves and for others around them.

The child-centered class, prepared with a modern design, the educator does not teaches but he helps the student to build his knowledge, giving him the opportunity to:

- express his views on an issue;
- exchange the ideas with others;
- argue;
- ask and to ask himself questions in order to understand things, to make sense of some ideas;
- cooperate in solving problems and work tasks (learning tasks);
- learn by calling his own experience, heuristically;
- promote collaborative learning emphasizing the development of thinking by comparing with others. (Popa, 2009)

These skills, work skills, life, attitudes and values used which became habits, entrenched in the community class, will become habits for students, longlife acquisitions, without learning having asked for a sustained effort and a special time allocated, but as a result of the effect of the hidden curriculum, the integration of everyone in the class environment. (Burke, 1998)

Conclusions

The paper attempted a description of modern school design, centered on the needs and interests of the child, using as arguments the educational reality that we live in the Romanian education and beyond.

The progress of the society determined the principles of the new paradigm of education, with a design to facilitate the replacement of traditional education principles with the principles of modern educational paradigm, student-centered.

Educational paradigm shift requires changes both in the organization outside of the school environment and the teaching process itself.

On this reason, we used the classic design concept that designates how the class as a way of organizing space as standard, as a way of using ambient environment full functionality provides education, efficiency, pleasant aspect, implicitly solving the proposed educational objectives, by ordinary effort,

rewarded by the pleasure of spending time and desire to return to that environment.

Small schooling brings an issue which means adapting school. Proposed design is one that can respond so that these issues are resolved and the child adapt to new business conditions to achieve maximum efficiency and minimum effort.

Achieving maximum efficiency and minimum effort is determined by the effect it has on education, the hidden curriculum, the small steps, but rest assured, long-form habits, skills and attitudes.

The unintended experiences of students, the teaching strategies used by the approach and organizational learning through the organization of school life, by way of networking and communication that do not meet explicit objectives of education and training or curricular content and methods the official curriculum design proposed class influences the development of children, practice and the development of a wide range of skills necessary for life.

Through the conduct of the school life of the proposed project, the flexibility and diversity leads to habituation optimization and adaptation of children in school life.

The design of the proposed class is designed in such a way as to attract both the planning mode, the practicality, the ergonomics of the design and layout, with bright colors that produce friendly and functional environment in which students are free but also responsible for the comfort and the educator and his colleagues rights.

Furniture and objects are of different sizes and attractive colors and design through their psycho climate, organization of activities, learning strategies used, all the needs and interests of the child in the primary cycle.

Children will find you live in a place that it is. They find space specially prepared for them, their needs and interests and learn to prepare such environments for themselves and for the others.

The new focus of education, seen as student-centered school and needs, involves a design space constructed and organized as a medium to attract student prepared for discovery, cognition, motivation, with the potential to differentiate learning according to the theory of multiple intelligences to ensure equal opportunities and with an approach to student - teacher relationships, according to humanistic psychology. (Burke, 1998)

As things stand, as a result of PISA test and what we see in our schools, we can say that something has changed. What is certain: it is not easy or feasible, currently in Romania, in short term nor in terms of logistics: curriculum documents, methodology or practice at school: teacher training, equipment, existing facilities funding. All these are issues that do not allow to become reality. Hence the need to consider a different school with a different design with other educational practice, as the common influence on students, the taught curriculum supported by the hidden curriculum we hope to achieve other results.

Obviously, we do not model the illusion that education can be changed by news of theory and a project. Changes are primarily related to social control. The psychology and pedagogy as science can provide critical perspective and explanatory basis for certain variants applied. But making them appear to grow, to find an environment that then can become reality.

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