

Classroom Management in an Online-Supported Learning Environment for Adult Students

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Introduction

- **Focus:** Adult students’ perceptions of effective classroom management in online-supported learning.
- **Context:** Balancing education with work and family commitments.
- **Framework:** Cultural, structural, and learning perspectives (Norwegian Directorate for Education).

Methodology

- **Design:** Qualitative study with Interpretative Phenomenological Analysis (IPA).
- **Data:** 12 semi-structured interviews with adult students (aged 25–55).
- **Setting:** One-year online educational science program via Microsoft Teams.

Key Findings

1. Cultural Perspective

- Strong teacher-student relationships foster security and well-being.
- Supportive environments enhance engagement and motivation.
- Incorporating students’ experiences creates a sense of ownership.

2. Structural Perspective

- Clear course plans and objectives provide security.
- Teacher preparation and collaboration ensure stability.
- Group work connects theory to practice.

3. Learning Perspective

- Teacher engagement inspires curiosity and participation.
- Linking assignments to lectures enhances understanding.

- Relating content to professional experiences makes learning relevant.

Summary of Findings

Perspective	Key Student Need
Cultural	Strong relationships and security
Structural	Clear plans and teacher collaboration
Learning	Engagement and relevant content

Conclusions

- Adult students thrive with strong relationships, clear structures, and engaging teaching.
- Teachers must integrate students’ experiences and ensure stability.
- Collaborative learning and relevant content enhance motivation and mastery.

Implications

- Design courses with clear structures and flexibility.
- Foster teacher-student relationships and peer collaboration.
- Tailor content to adult learners’ professional contexts.

Keywords

Classroom management, online-supported learning, adult students.

Selected References

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