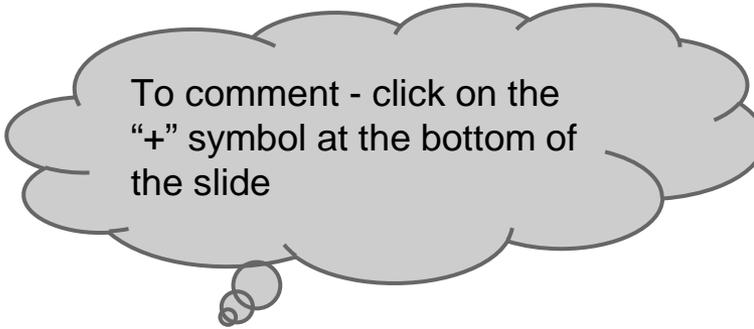


# **Managing a Classroom**

An Online Workshop



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**video slide**

## Session outcomes:

- Describe teaching strategies fostering active and interactive learning

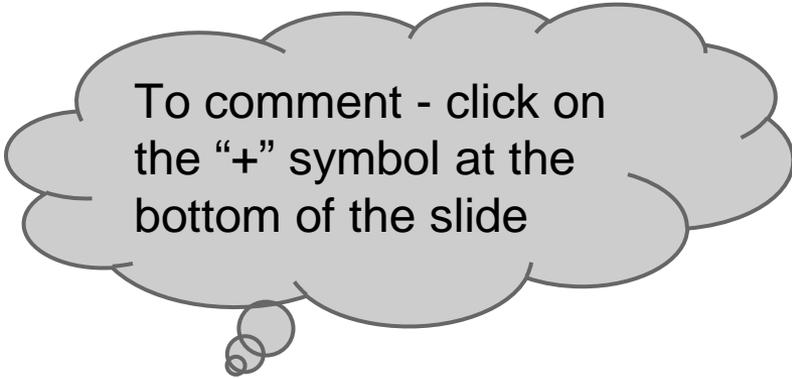
Share methods to hold students accountable for preparing for class

- Prevent problems from arising and stay in control in difficult situations

## Session outcomes:

Respond appropriately to problem students and class disruptions

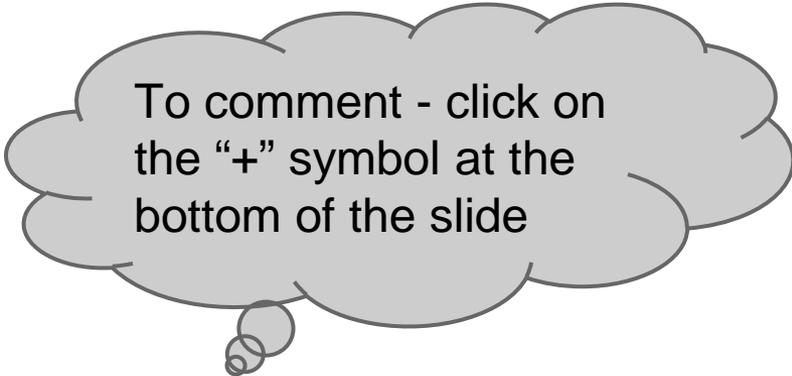
- Develop strategies dealing with students who leave at break, do not attend class, or turn in assignments
- Select educational technologies to support classroom management



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# **Introduce Yourself**

(Please provide a short introduction to your  
colleagues)



To comment - click on  
the “+” symbol at the  
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Please briefly describe a  
classroom behavior that  
has been challenging for  
you that you would like to  
address



Thoughts?  
Reactions?  
Ideas to Share?

# Classroom Management Scenario

You are presenting a new concept to your class. You've worked very hard to organize your presentation and find the material very interesting. The energy level in the class is very low. The students appear to be falling asleep and are not interested.



**Thoughts?  
Reactions?  
Ideas to Share?**

What is my role in the classroom?

What is the student's role in the classroom?

What do I want most for the learners in my classroom?





**Thoughts?  
Reactions?  
Ideas to Share?**

# **What is Effective Classroom Management?**



Thoughts?  
Reactions?  
Ideas to Share?

# Classroom Management Scenario

Shannon has repeatedly expressed her satisfaction with the course and frequently engages you in discussions on the material after class. At first you believed she was honestly interested in the class but recently she's begun asking for extensions and grading leniency.

# Reactive vs. Proactive

When students are actively engaged in learning, there is less opportunity for disruption to occur

**Reactive:** Instructor waits until problems arise before responding

**Proactive:** Discipline is preventative in that the instructor clarifies guidelines at the outset (and in the syllabus), uses engaging instruction, and promotes a positive climate to motivate students

# Reactive vs. Proactive



What are some examples of **reactive** classroom management that you can think of?

What are some ways in which you can practice being **proactive** in your own classroom?





Thoughts?  
Reactions?  
Ideas to Share?

# Classroom Management Scenario

You have a course syllabus that you handed out the first day of class. You spent the first class reading through the syllabus. You received several emails the first week of class asking for specific information regarding course assignments and grading. Later in the semester students keep asking more questions about deadlines, extra credit, group work, etc. Students also fail to do well on weekly quizzes.

# Set guidelines and respond to student needs

Design a Comprehensive Syllabus:

- Include suggestions on how to learn and study in your discipline.
- State the goals of the course, describe the forms of assessment that will be used, lay out your expectations.
- Ask students for feedback and consequently make changes, where necessary, in both the unit and the syllabus.

# Fostering Active and Interactive Learning

- plan and implement small interactive group learning with aim of increasing conceptual understanding; use peer groups in a single unit rather than throughout the whole course.
- engage students in creating a contract on professional behavior in class: e.g. use of digital devices, arriving late/leaving early, penalties for late work, class participation rules.





Thoughts?  
Reactions?  
Ideas to Share?

# Classroom Management Scenario

Edward questions everything you ask the class to do. No assignment passes without a question asking you to explain why it has been assigned. After receiving an explanation, he gives his opinion (always negative) about the value of the assignment.

# Classroom Conflict

“Students can and do regularly disrupt the classroom. Sometimes they are openly hostile, challenging the teacher’s authority and objecting to course requirements and classroom policies. More often, the conflict grows out of their inattentiveness and passivity. They arrive late, leave early, talk during class, and don’t even bother to hide their boredom.” (Weimer, 2014).



Thoughts?  
Reactions?  
Ideas to Share?

# Classroom Management Scenario

Christopher, an older student in your class, is continuing his training by taking classes in his field. Because of his experience with the topic, the rest of the class defers to his opinion and will often wait until he has the first word. This is compounded by the fact that he frequently will make jokes or interrupt other students, especially if he disagrees with their opinion.

# Conditions Associated with Classroom Conflict

The study on Classroom Conflict found that “the use of lecture correlated directly with inattentive classroom conflict. On the other hand, using discussion or active learning related inversely with inattentive classroom conflict.” (p. 182) Hostile conflict was found to be related to “whether faculty expressed care toward students, communicated respect, behaved sensitively, and remained warm and engaged.” (p. 184)

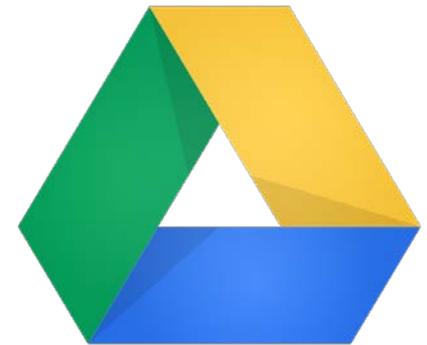
Source: Meyers, S.A., Bender, J., Hill, E.K., and Thomas, S.Y. (2006). How do faculty experience and respond to classroom conflict? *International Journal of Teaching and Learning in Higher Education*, 18 (3), p. 180–187.



**zoom**

Thoughts?  
Reactions?  
Ideas to Share?

**How can you leverage educational technologies to manage your classroom?**







**Thoughts?  
Reactions?  
Ideas to Share?**

**What are YOUR TAKEAWAYS from this workshop?**

# Sources

- Bloom, Lisa A. (2009). *Classroom Management: Creating Positive Outcomes for All Students*. New Jersey: Pearson.
- Evertson, Carolyn M. and Emmer, Edmund T. (2013). *Classroom Management for Elementary Teachers*. New Jersey: Pearson.
- The Faculty Center for Teaching and Learning, University of Central Florida, Electronic Workbook, <http://www.fctl.ucf.edu>
- Certificate in University Teaching Unit 2: Classroom Management-designed by Carolyn Brown, CUT Coordinator, and presented by Sally Barr Ebest, professor of English
- Meyers, S.A., Bender, J., Hill, E.K., and Thomas, S.Y. (2006). How do faculty experience and respond to classroom conflict? *International Journal of Teaching and Learning in Higher Education*, 18 (3), p. 180–187.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.

# Exploiting the Benefits of Mid-Semester Feedback to Support Classroom Management

## Try out **Mid-Semester Feedback**

- an anonymous survey asking students about their learning experiences.

The results of the surveying will help you understand what is working well and what might be improved to support student learning. Respond to your students making changes based on their feedback. Contact CTL for support.