



# Classroom Management

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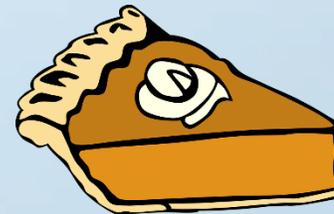
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# Presentation Outline

- Define classroom management
- Different aspects of classroom management
  - Class planning
    - Setting the tone for your class
    - Communicating with students
    - Ideas for engaging students
    - Time management

**Pie and Coffee Break!**

- Handling difficult situations

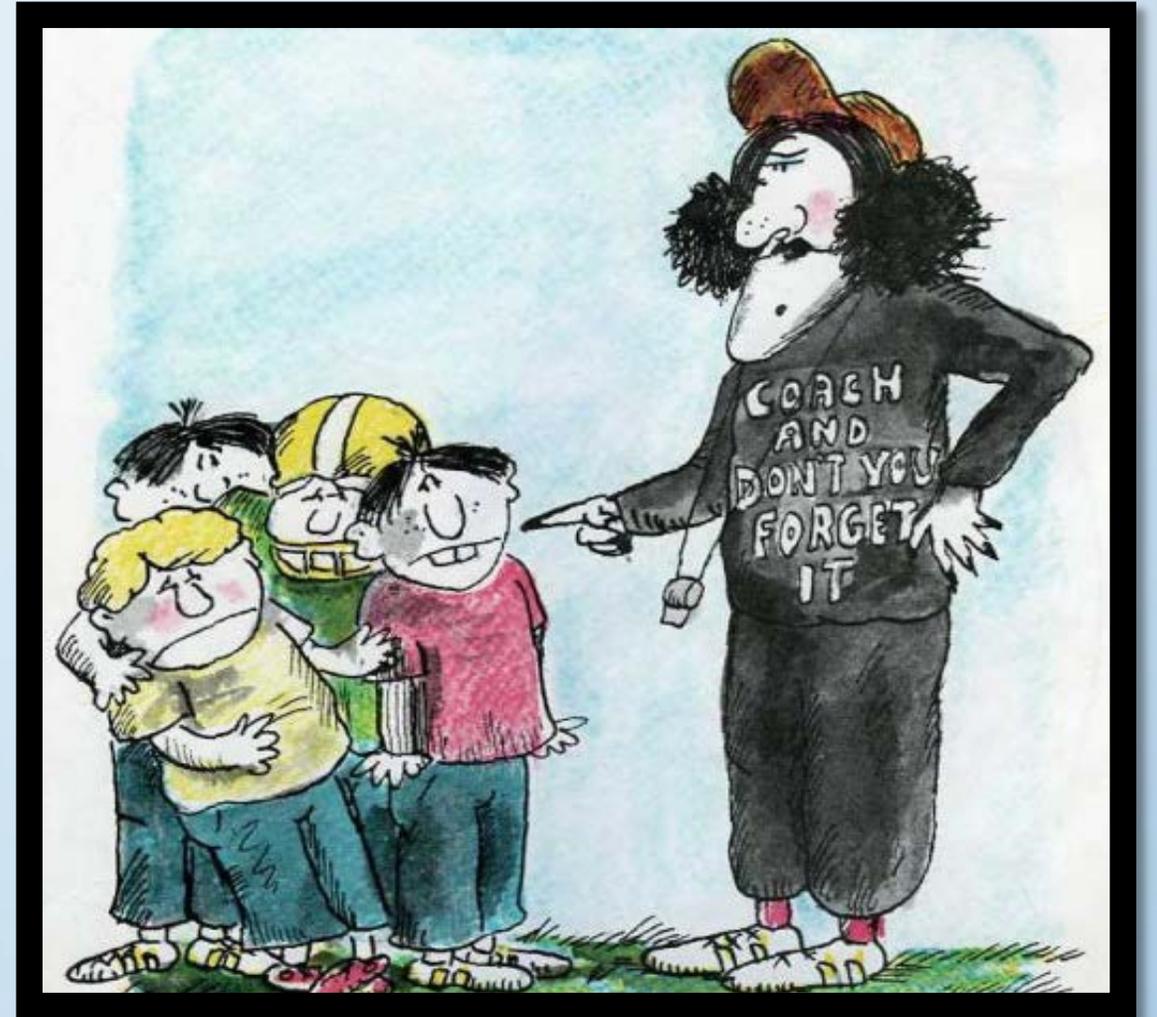
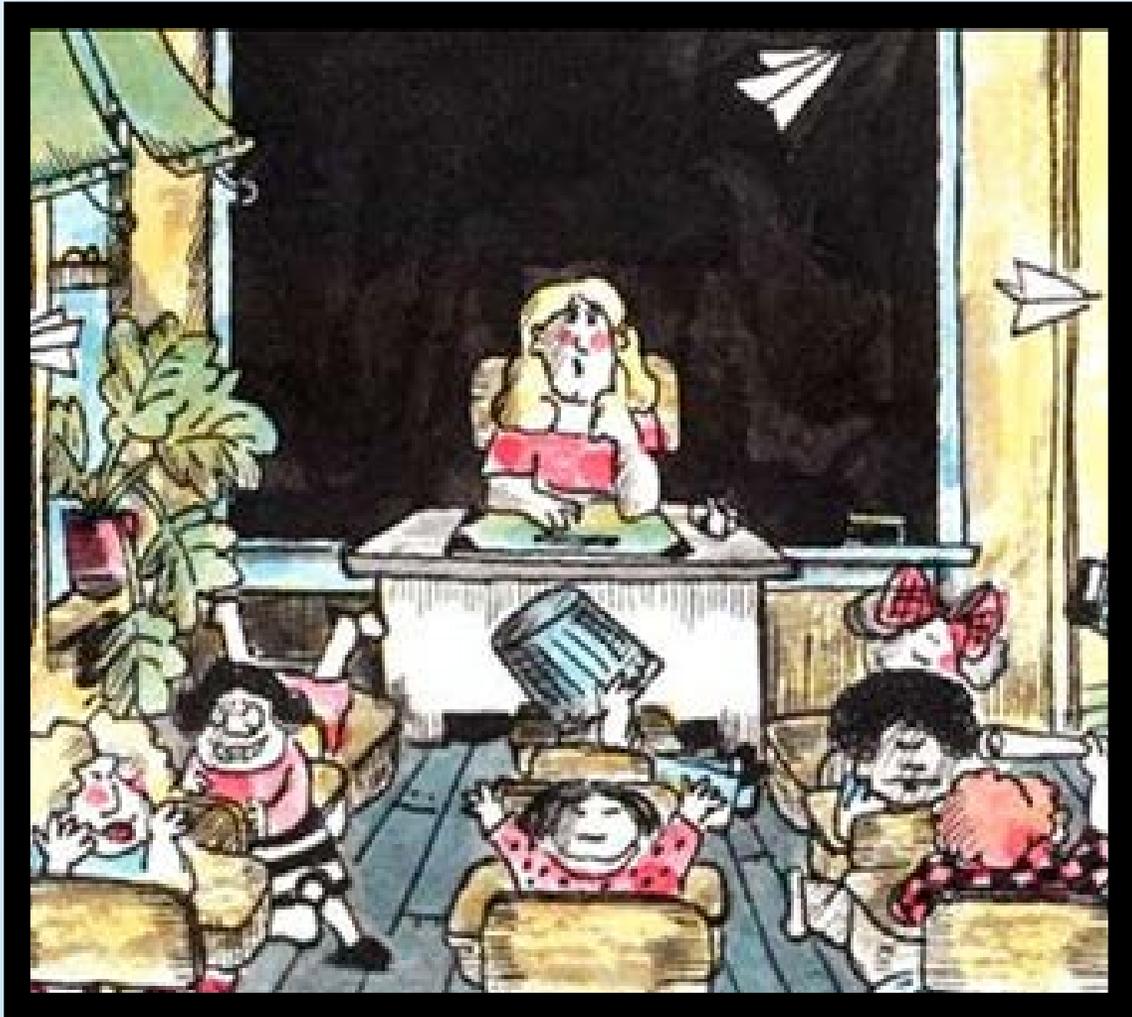


# What is Classroom Management?

- Creating a safe and welcoming environment for all students
- Building a positive relationship with your class
- Providing clear expectations
- Keeping students engaged
- Creating an environment where learning can take place without disruptions
- Promoting fairness and respect
- Managing class time



# Miss Nelson or Viola Swamp?



# How Do You Define Classroom Management?

- Is it proactive or reactive?
- When does classroom management begin?

# Setting the Tone for the Semester

- First day:
  - Class expectations:
    - Syllabus: assignments, due dates are clear
    - Attendance, participation, make-up policies
    - Detailed course calendar
  - Viola Swamp, Miss Nelson or in between?

Date		
Lab	Topic/Activity	Readings/Assignments
<b>Lab 1</b>		
Week of August 31 <sup>st</sup>	Blood Pressure and Heart Rate	<b>Reading:</b> Lab Manual: Ch 3 <b>Homework:</b> Blood pressure worksheet, <i>study for quiz</i>
<b>Lab 2</b>		
Week of September 14 <sup>th</sup>	EKG: Electrode Placement <i>Quiz 1</i>	<b>Reading:</b> EKG Book: Ch 1 <b>Due:</b> Blood pressure worksheet, <i>Study for quiz</i> <b>Homework:</b> Label EKG
<b>Lab 3</b>		
Week of September 21 <sup>st</sup>	EKG: Enlargement and hypertrophy <i>Quiz 2</i>	<b>Reading:</b> EKG Book: Ch 2 <b>Due:</b> Labelled EKG <b>Homework:</b> Complete EKG questions

# Build A Positive Classroom Environment

- Arrive early to class and be prepared
- Learn students' names
- Be consistent with your expectations and the syllabus
- Interact with the students before class
- Promote student involvement during class
- Stay after class to answer questions
- Show respect and fairness towards all students
- Always follow through



# Communicating with Your Students

- **Verbal Communication**

- Delivery of the material
- Polite, professional, and respectful
- Giving feedback

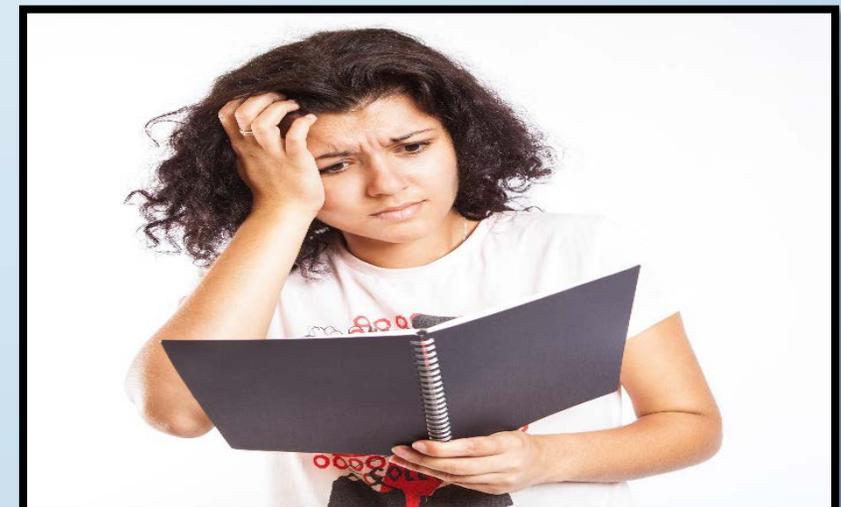
- **Your Non-Verbal Communication**

- Energy level
- Posture
- Body movements
- Facial expressions



# Communicating with Your Students

## Their Non-Verbal Communication



Be flexible – always have a back-up plan

# Also think about...

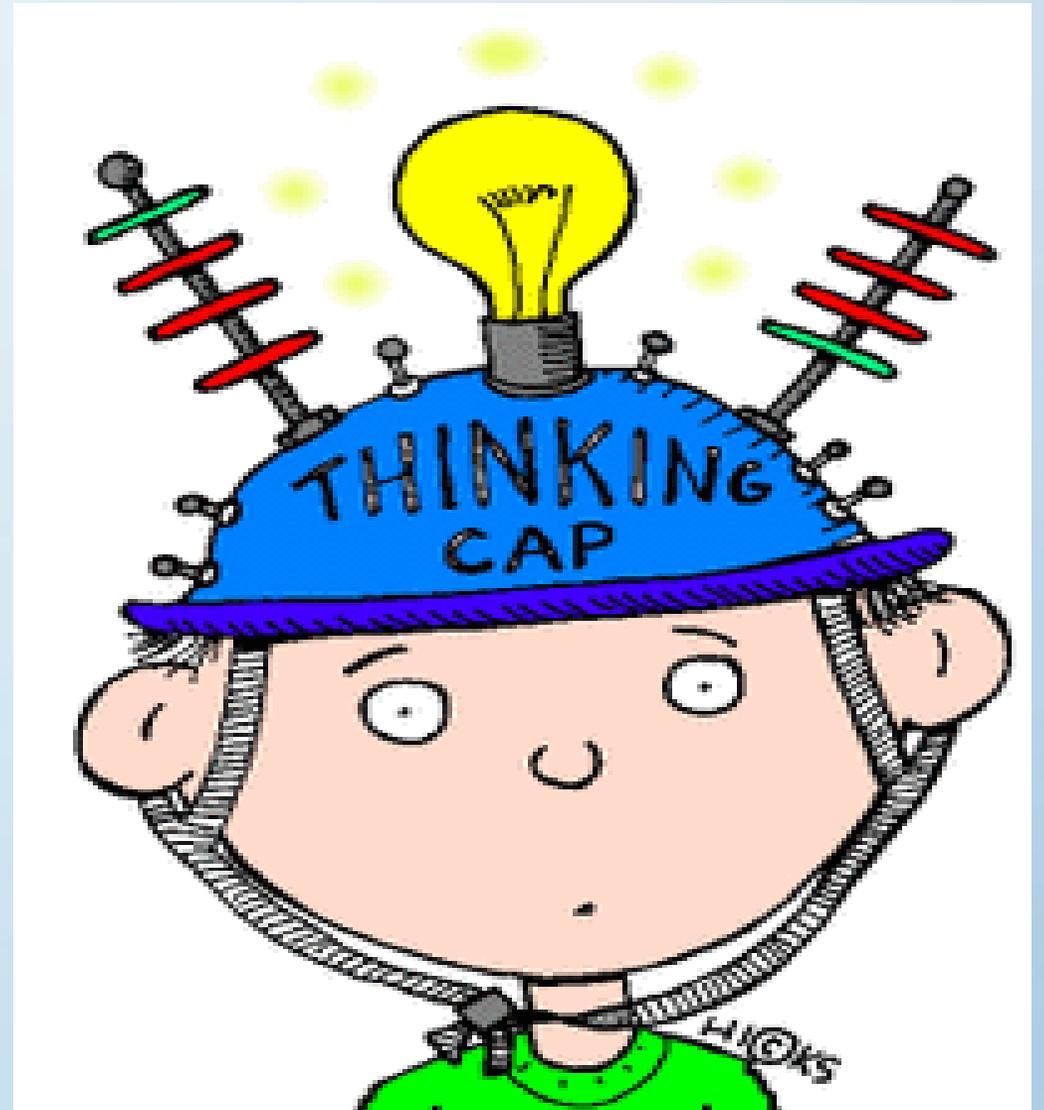
- When and how are you going to address student questions?
- What if you don't know the answer to a question?
- How are you going to communicate with your students outside of the classroom?
- How will you manage office hours?



# Engage Your Students Through Active Learning

During active learning activities, students are...

- Involved in the learning process by doing
- Thinking about what they are learning and doing



# Active Learning Ideas

- Ice Breakers
- Think-Pair-Share
- One-Minute Mystery
- Stations/Gallery Walk
- Teach-OK!
- One-Minute Essay



Instructional  
Methods

Materials



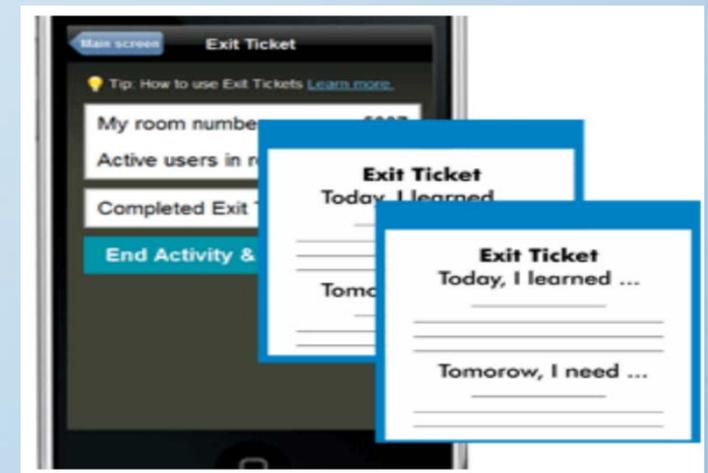
# Active Learning – Checking Understanding

- Five-Minute Review
- i-Clickers/Phone Apps
- Check-Off Sheets
- 3-2-1
  - List 3 things you learned
  - Give 2 examples
  - Ask 1 Question
- Exit-Ticket
  - How well did the student understand class material?
  - Did the students learn what they were supposed to?
  - What topics need to be reviewed?



Instructional  
Methods

Materials



# Other Ideas for Helping Students Stay Engaged

Instructional  
Methods

Materials

- Video/music clips
- Relating course information students' lives/pop culture
- Varied activities
- Your attitude/energy
- Move around the room



# Managing Class Time

**Some questions you want to ask yourself:**

- How much time do I want to spend reviewing information?
- What topics do I want to cover during class?
- How much time do I want to spend on each topic?
- What type of active learning strategies am I going to incorporate?
- How much time will I set aside for answering questions?
- How much time can I spend on other class activities?

# Student Attention in the Classroom

- Students' attention lasts about 15 minutes
  - (Stuart & Rutherford, 1978; Burns, 1985)
- Lapse in attention as early as 30 seconds into class and then about 5 minutes later and throughout the class in shorter intervals (Bunce et al., 2010)
- Fewer lapses during student-centered learning activities (i.e. demonstrations, clicker use)
- Fewer lapses during lecture following a student-centered activity

**So what does this mean???**

**Change things up about every 15 minutes**



**Come up with a class plan!**

Review/Intro Activity

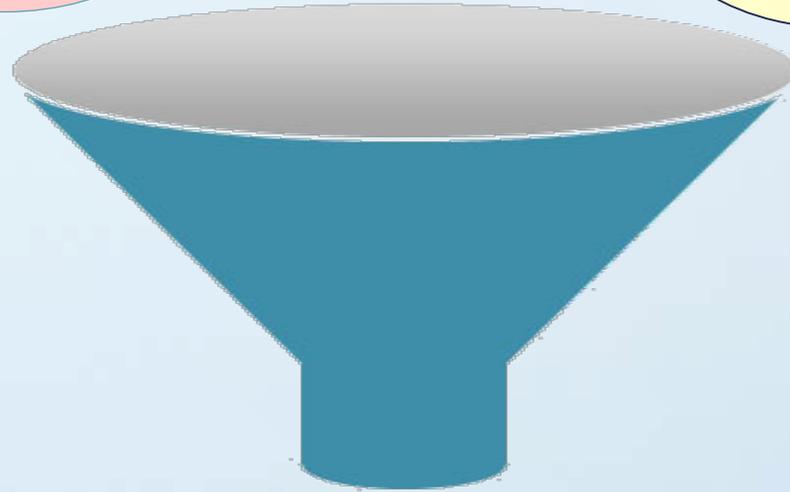
Active Learning Strategies

Exit Ticket

Main Class Topics

Technology

Time Management



Quick Intro Activity  
• 2-3 minutes



Lecture  
• Animation  
• 15 minutes



Think-Pair-Share  
• 3-4 minutes



Lecture  
• Video  
• 15 minutes



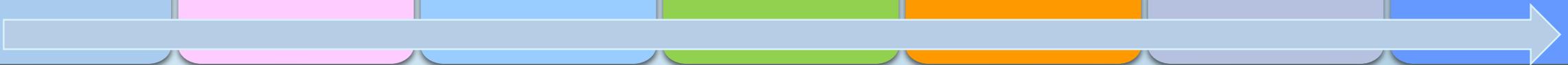
Teach-OK!  
• 3-4 minutes



Lecture  
• Demonstration  
• 10 minutes



Exit Ticket  
• 2-3 minutes





break

# Sensitive Topics

- **Plan ahead:**
  - Set the tone early
  - Include explanation in syllabus
  - Have specific objective for discussion
- **Facilitate discussion; don't dominate it**
- **Discuss with other TAs/professors:**
  - Ideas
  - Methods
  - Experiences
- **Remind students to be respectful**

# Sensitive Topics

- Have you taught sensitive topics in your classes?
- How did you handle them?
- What advice could you give to others?

# Preventing and Managing Challenging Classroom Situations

- **Ideas for how to handle times when students...**
  - Come to class unprepared
  - Challenge what the instructor says
  - Sleep/don't pay attention
  - Use cell phones/texting
  - Monopolize discussions
  - Are disruptive or off-topic
  - Are tardy/leave early
  - Cheat on exams or homework
  - Dispute their grades
  - Have trouble working together on projects (group dynamics)

# Handling Specific Situations

- **Come to class unprepared**
  - Give short, periodic quizzes
  - Assign questions to be completed by class time
  - Have students responsible for presenting specific topics in class
- **Challenge what the instructor says**
  - Preventative strategies
  - Don't react/maintain composure
  - Stop the confrontation and ask the student to discuss the issue with you after class
  - Ask your advisor or colleague to observe the class

# Handling Specific Situations

- **Sleep/don't pay attention**

- Try using small groups
- break up the lecture with activities
- Make students take notes
- Move around the classroom
- Have students change their seats
- Discuss this issue with the student after class

- **Use cell phones/texting**

- Set clear expectations at the beginning of the semester
- Give a one-minute "cell phone break"
- Make the cell phones useful during class
- Move around the room

# Handling Specific Situations

- **Monopolize discussions**

- Set expectations for class participation
- Think-pair-share
- Include class participation as part of students' grade
- Use turn-taking strategies
- Provide students with enough time to come up with an answer

- **Are disruptive or off-topic**

- Quizzes at the beginning of class
- Points for staying in class the whole time
- Give them a reason to stay
- Talk to the student

# Handling Specific Situations

- **Are tardy or leave early**
  - Quizzes at the beginning of class
  - Points for staying in class the whole time
  - Give them a reason to stay
  - Talk to the student
- **Cheat on exams or homework/plagiarism**
  - Review academic honor policy at the beginning of the semester
  - Review consequences of academic dishonesty
  - Know the university's process for reporting academic honor allegations
  - Create multiple versions of exams
  - Use SafeAssign or Turnitin for papers

# Handling Specific Situations

- **Dispute their grades**

- Preventative Strategies
  - Have a detailed grading rubric and refer back to it
  - Have a clear policy on grade reviews
  - Provide feedback when grading
  - Move through the first page on all exams before going onto the second
- 24-hour rule
- Emphasize fairness and that grades are “earned” not “given”

- **Have trouble working together on projects (group dynamics)**

- Use team-building exercises
- Peer assessment
- Provide some class time for group work
- Request interim reports
- Change up group members throughout the semester
- Thoughtfully create groups

# Summary

- **Classroom management encompasses many aspects**
  - Providing clear expectations
  - Effective communication
  - Class instruction and materials
  - Time management
  - Developing strategies for handling difficult situations
- **Preventative Strategies!**
  - Preparation is the key (proactive)
- **Reactive Classroom Strategies**
  - Think, don't react
  - Redirect – tell the students what they should be doing
  - Make sure interventions are timely



Over your head? Ask for help!



Questions?









