CLASSROOM MANAGEMENT

PIE Coffee Hour & Teaching Workshop Series
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PIE Coffee Hour and Teaching Workshop Series
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Introduction

- Attendees
  - Name
  - Department

- Overview of the workshop
  - Agenda
  - Your role
  - My role
Objectives

• Define “classroom management”
• Learn strategies for effective classroom management
• Discuss ideas on how to best manage class time
• Meet your teaching colleagues
Defining “Classroom Management”

• How do YOU define “classroom management”?  
• Is it proactive or reactive?  
• When does classroom management begin?
Defining “Classroom Management”

- Creating an environment where learning proceeds without disruption
- Minimizing the interruptions to learning, keeping students engaged, and getting things done in the classroom
- Example environment not conducive to learning
True or False?

1. Teacher expectations of students do not influence how much students achieve in class (and in their lives).

2. Student behavior will always be a problem in every classroom.

3. “Grumpy” teachers always seem to have more classroom management issues than positive, happy teachers.

4. Teachers who collaborate with other teachers have fewer classroom management issues than teachers who “work on their own”.

5. Focusing on your “subject” is the best way to prevent discipline problems in the classroom.

6. Classroom management has little to do with discipline.

7. There are fewer classroom management problems in smaller classrooms.

8. Teachers either “win” or “lose” their classes on the first few days of the school year.

9. A teacher should spend more time covering material than managing their classrooms in the first 3 days of school.

10. Most classroom management problems have nothing to do with students – they are the teacher’s fault.
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The Educator’s Role

• Design systems and procedures for:
  • Day One and the first few days of school
    • “Setting the Tone”
  • The Rules of the Game
  • Daily Routines
  • Consequences in the event things go wrong

• Communicate with the students
The Importance of Setting the Tone

It's in the syllabus.

This message brought to you by every instructor that ever lived.

www.phdcomics.com
Building Positive Classroom Environments

• Arrive early
• Learn students’ names
• Praise contributions
• Be tolerant of students’ viewpoints
• Step away from the lectern
• Stay after class to answer questions
• Select varied office hours… and keep them
• Consider holding extra help/review sessions
• Obtain student feedback
Time for a Break!
Typical Problems: Group Discussion

• Class attendance  
  • Lack of attendance  
  • Coming in late/leaving early  

• Answering questions  
  • You do not know the answer  
  • It’s outside of your realm  

• Instructor-student interactions  
  • Social interaction  
  • Disruptive student, but well-meaning  
  • Disruptive student, and not well-meaning
Class Attendance

• Do you require attendance?
• What do you do if students do not attend class?
• How do you handle students who come in late or leave early?
Answering Questions

• What if you do not know the answer?
• What if a student asks for advice about problems beyond your responsibilities?
Instructor-Student Interactions

• How friendly should you be with students?
• How can you manage the:
  • Well-meaning but disruptive student?
  • Disruptive but not well-meaning student?
Typical Problems

• Class attendance
• Answering questions
  • You do not know the answer
  • It’s outside of your realm
• Instructor-student interactions
  • Social interaction
  • Disruptive student, but well-meaning
  • Disruptive student, and not well-meaning

• Others?
Managing an Online Course

Preparation is the key

Communication is
Managing Class Time

• How do you avoid falling behind during a class?
• How do catch up if you have fallen behind in your class schedule?
# Managing Class Time: How’d I Do? 😊

<table>
<thead>
<tr>
<th>Topic</th>
<th>Slides</th>
<th>Time allotted</th>
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<tbody>
<tr>
<td>Welcome</td>
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<td>3 mins</td>
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<tr>
<td>Introductions and objectives</td>
<td>4-5</td>
<td>3 mins</td>
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<td>Defining classroom management</td>
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<td>True or False activity</td>
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<td>Educator’s role</td>
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<td>7 mins</td>
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<td>Typical problems</td>
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<tr>
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<tr>
<td>Group activity</td>
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<tr>
<td>Resources and wrap-up</td>
<td>24-25</td>
<td>2 mins</td>
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Group Activity

Discuss in groups of 2-3:

• What were your “a-ha’s”?

• How might you implement these strategies/ideas in your classroom (e.g., any adaptations for your classroom or discipline)?

• Be prepared to share one idea with the group
Teaching Resources at FSU

• Program for Instructional Excellence (PIE)
  • http://pie.fsu.edu/
  • PIE Listserv
  • PIE Facebook group
    • PIE - Program for Instructional Excellence
    • https://www.facebook.com/groups/780405932001524/
  • !! Coming Soon - PIE blog !!

• Instruction at FSU: A Guide to Teaching & Learning Practices
  • http://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices
  • Chapter 5: Managing Students and the Classroom Climate
Wrap-Up

• Additional ideas?
• Comments?
• Questions?
• Evaluation/Feedback
• Thank you!