

Classroom Management in the University Context



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Learning Outcomes

1. Identify the **elements** of classroom management
2. Employ **proactive** classroom management strategies
3. Respond to common classroom management **challenges**

PART 1



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ELEMENTS OF CLASSROOM MANAGEMENT



“...the single most critical issue that new instructors should focus on (is) classroom management, because without a solid management system in place, all the good work one has done preparing for teaching can unravel right before your eyes.”

- Dr. Peter Saunders
(Faculty Focus, 2008)

Activity 1: think-pair-share



What is classroom Management?

It's different for everyone



What does classroom management involve?

- Arranging the physical space
- Defining and practicing classroom procedures
- Use of technology in the classroom
- Observation of students' behavior
- Dealing with undisciplined behavior
- Encouraging students' responsibility for learning



Definition

“The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”.

Evertson and Weinstein (2006)



Aims of classroom management

Involves actions taken by the instructor to

- Establish order
- Engage students
- Elicit student cooperation



Why is classroom management important?

- Effective teaching to enable student learning
 - A large number of studies that are concerned with various influences on pupils' school achievement point out that, **among 228 variables**, classroom management has the most direct impact on students' achievements (Wang et al., 1993).

Activity 2: what is your classroom management style?



1. What are your classroom procedures and policies?
2. What are your expectations and limits?
3. What will you do if your expectations and/or limits were unmet?

Activity 3: classroom management style self assessment



Take the Quiz!

Are you an interventionist,
non-interventionist, or
interactionist?

Classroom Management Styles



- Interventionist
- Non-interventionist
- Interactionist

PART 2



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Proactive Classroom Management

Proactive management



- Before issues arise, we need to be proactive by:
 - Clearly communicate policies, procedures and expectations
 - Create a culture of learning
 - Use organizational and group management strategies

Types of communication:



- **Verbal:** explicit statements

- **Non-verbal:** the use of body language and other non-linguistic behaviors to:
 - provide information
 - regulate interactions
 - express liking
 - exercise social control
 - facilitate service or task goals
 - (Woolfolk 1985)



Non-verbal Strategies

“40% of common classroom disruptions can be managed (Shrigley, 1985)”

Examples:

- Eye contact: communicates openness to learn
- Sweep the room with your gaze: communicate that you are present and monitoring the class
- Read student facial/body expressions: to judge level of understanding and interest
- Avoid crossing arms or looking at the clock: to communicate care

Proactive management



- Before issues arise, we need to be proactive by:
 - Clearly communicate policies, procedures and expectations
 - Create a culture of learning
 - Use organizational and group management strategies

Creating a culture of learning



- Cultivate positive relationships between your students and with your students
- Empower students to contribute to the class
- Provide opportunities to learn from failure
- Celebrate student accomplishments
- Develop trust

How to create a culture of learning



- Use your first class to “set the tone”
 - Introduce yourself
 - Review the course outline
 - Make your academic and behavioral expectations very clear
 - Establish the routine
 - Encourage questions and allow frequent opportunities for students to ask them



Culturally responsive classroom management

- Definitions and expectations of appropriate behavior are culturally influenced
- Sometimes classroom management problems occur when the instructor and students come from different cultural backgrounds
 - What is your ethnocentrism and biases?
 - What are your student's cultural backgrounds?
 - What is the broader social, economic, and political context?

Weinstein, C., Tomlinson-Clarke, S., & Curran, M. (2004)

Proactive management



- Before issues arise, we need to be proactive by:
 - Clearly communicate policies, procedures and expectations
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Organizational and group management strategies



- Aim to make sessions efficient:
 - Start on time
 - Plan to finish midway
 - Prepare goals/agenda
 - Summarize and communicate an action plan
 - Create an open discussion



PART 3



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Respond to classroom management challenges

Activity 4: reactive management



- What classroom management challenges have you experienced in the past?
 - How did you handle them?

What makes classroom management challenging?



- Classroom life is complex:
 - varied events and persons
 - multiple things happen at once
 - rapid pace of events, limits reflections
 - unpredictability
 - public nature
 - historical context (past and future)

Jackson (1968)

Handling Classroom Management Challenges



- Be prepared for different types of challenges
- De-escalate and avoid embarrassing the student
 - Avoid public calling
 - Keep it positive
 - Use humor if comfortable
 - Decide in the moment or delayed response
 - Think before acting



Activity 5: Handling Classroom Management Challenges – Case Analysis

(Groups of 3 – 4)

- Review the assigned case
- Share in groups
- Share as a class

CASE # 1 – THE MONOPOLIZER

Case # 1 – The Monopolizer

(possible solutions)



Proactive Strategies

- Before beginning the discussion, give students instructions for how you want them to participate.

For example:

"I want to hear your thoughts and impressions on the readings I assigned. I am interested in hearing different perspectives, so please share! If you have already had an opportunity to share, try to leave space for other students. Please raise your hand if you want to contribute to the discussion."

Reactive Strategies

- Intervene to give other students a chance to participate

For example:

"Let's hear from someone who hasn't spoken yet."

- Speak to the student after class

For example:

"I was pleased with the amount of enthusiasm you had in our discussion today. While I am very interested in hearing your perspective I also would like to hear what other students have to say."

CASE # 2 – THE DISRESPECTERS

Case # 2 – The Disrespecters

(possible solutions)



Proactive Strategies

- *Introduce yourself on the first day. Give students context to better understand who you are and the expertise you bring to the class*

Reactive Strategies

- *Sometimes acting as if students are not challenging your authority (even when you suspect that they are) can convey a sense of confidence and control*

- *If you feel comfortable, use humor*

For example:

"I've just age really well."

CASE # 3 – THE TECH SAVVY

Case # 3 – The Tech Savvy

(Possible Solutions)



Proactive Strategies

- Make sure your expectations for technology use are clearly indicated in your outline as well as the consequences for inappropriate use

For example:

"All electronic devices should be silenced prior to class and should not be used without instructor permission (e.g., phones, PDAs, laptops, recorders, etc.). Usage privileges may be revoked following inconsiderate device use (e.g., texting, loud typing, unrelated websites)."

Reactive Strategies

- Do what you said you were going to do
- Be consistent!

For example:

- *Verbally remind student of classroom policy*
- *Loss of participation points*
- *Device privileges revoked*

CASE # 4 – THE CHATTERS

Case # 4 – The Chatters

(Possible Solutions)



Proactive Strategies

- Make sure your expectations for classroom conduct explicit. You can even indicated this in your outline.

For example:

"In this course all students are expected to behave professionally and respectfully. This includes coming to class prepared and being respectful of your peers and the instructor."

Reactive Strategies

- Make eye contact with chatting students
- Remind students of expectations for classroom conduct
- Verbally ask them to stop

For example:

"I understand that you are excited about something and want to discuss it, but now is not appropriate. Chatting during the class is disruptive to myself and other students trying to learn. I would appreciate it if you could wait to finish your discussion until after class."

Summary



- Classroom management is an essential skill
- Learning Outcomes
 - Identify the elements of classroom management
 - Employ proactive classroom management strategies
 - Respond to common classroom management challenges

THANK YOU!



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