Week Eight: Classroom Management

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Teaching Academy Part Eight: Classroom Management

IMPORTANT! Please return any books you borrowed AND your Teaching-Learning Beliefs Inventory.

Welcome, Bienvenido, مرحبا

Today's Big Idea

Misconception: When students enter the classroom, many instructors assume students are aware of their responsibility for learning & the standards of behavior in academia.

Sister Roberta Got It Right!

Sr. Roberta used humor & other "winning strategies" to motivate students and develop rapport.

"An ounce of prevention IS worth a pound of cure."

Faculty & Student Perceptions

In research conducted by Boice, faculty & students mention . . .

- Students conversing so loudly that instructor & student discussants can not be heard
- Student sarcasm or disapproving groans
- Dominating student who fosters tension, i.e., "classroom terrorist"


Last Class Activity

What Is a Thought Museum?

- Visuals, topics, or statements posted around the room on large posters.
- Small groups circulate around room, visit each poster and record their thoughts.
- Once posters are visited, each group takes ONE poster, reviews the comments, and shares findings with the class.

Don't assume civility!
Views Differ Too

Students
- Teachers seen as cold, distant, uncaring
- Faculty 5+ minutes late or cancelling without advance notice
- Surprise test items & grades
- Students taunting, belittling others

Faculty
- Students reluctant to ask or answer questions
- Students demanding special favors
- Late arrivals or early departures
- Students who are unprepared

Researchers Also Noticed
- Faculty distancing themselves via fast-paced, non-involving lectures
- Faculty alienating themselves via negative comments

Research Findings (cont.)


Disruptive Behavior Sources

Which instructor is most likely to deal with Robert's disruptive behavior?

- Junior or younger faculty
- Female or faculty of color

Disruptive Behavior Sources (cont.)

In which classroom will the instructor have to deal with issues disruptive behavior?

- Large class size
- Required course
- Undergraduates

Student Characteristics
- Male students
- Health problems—physical or mental
- Academic difficulties
- Generational issues—technology & student-as-customer mentality

Disruptive Behavior Sources (cont.)

You risks problems if you . . .

- Typically arrive late or just as class begins
- Fail to clearly communicate expectations at beginning of the semester
- Don’t establish good rapport with students
  - Grade on a curve
  - Ignore students’ questions
  - Don’t know your students’ names
- Ignore incivility hoping it would go away
- Create “mental dazzle,” fast-paced lectures, particularly when content is complex

When the focus is on content coverage rather than student learning, students retain less.
When writing a Civility Statement, consider:

- What core components should be in my civility statement?
- What teaching strategy changes will I need to make for my civility statement to be implemented AND successful?
- What barriers do I foresee with students? Colleagues? What can I do to address these barriers?

In a sample of 1,800 students at nine state universities 84% admitted to cheating.1

To reduce plagiarism² . . .

- Explain plagiarism—many students are unaware of their responsibility to cite sources & how to paraphrase
- Collect writing sample at beginning of semester
- Select some required source material
- Break up major papers into smaller ones
- Collect notes, outlines & rough draft
- Meet with students to discuss work in progress
- Use Turnitin.com

75% of college students admitted to cheating on exams and 90% believe cheaters would not be caught.1

Use Internet, Get Educated

- How to Cheat on an Exam

Students report most effective methods to prevent cheating are:

- Scrambled test forms
- Using numerous proctors
- Different make-up exams
- Several distinct test forms

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Solve a Problem Resource

For help with dealing with Robert...

http://www.cmu.edu/teaching/solveproblem/index.htm

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Head Banging Prevention

- Know your acceptable behavior limits
- Use syllabus to address issues that may arise—punctuality, late work, etc.
- Be a role model
- Don’t take it personally
- Deal with disruptive behavior right away
- Reprimand students in private
- Use “I” statements to focus on behavior rather than personality
- Be non-defensive—express interest & concern
- Document behavior & know the Code

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Thanks! Gracias! Merci!

Questions? Schedule an observation? See me.
Want to work on a certificate? See Claudia.

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Notes & Reflections