

Spring 2015

## Week Eight: Classroom Management

Judith Longfield

Georgia Southern University, [jlongfield@georgiasouthern.edu](mailto:jlongfield@georgiasouthern.edu)

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Welcome, Bienvenido, مرحبا



Teaching Academy  
Part Eight:  
Classroom  
Management

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

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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.



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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.”

 Don't assume civility!

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Faculty & Student Perceptions

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

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



Boice, R. (1996) Classroom incivilities. *Journal of Research in Higher Education*, 37(4) 453-485

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Research Findings (cont.)

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

Boice, R. (1996) Classroom incivilities. *Journal of Research in Higher Education*. 37(4) 453-485

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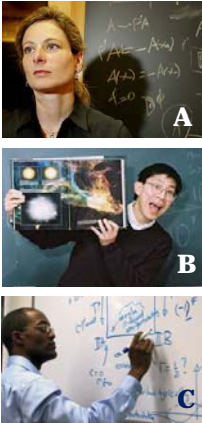
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Disruptive Behavior Sources

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



- Junior or younger faculty
- Female or faculty of color

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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

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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.**


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Civility Statement (cont.)



**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?



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- 9 -

Technological Distraction

- Don't isolate yourself in front of room—command the entire space by moving around
- Teach interactively—students know you might be standing behind them
- Discuss inappropriate use of technology on first day & include in syllabus
- In large wireless classrooms
  - ✓ Learn to live with technological distractions OR use technology as a tool—clickers
  - ✓ Ban technology completely OR from some part of class—*except for students with disabilities*
  - ✓ Offer class incentive—bonus points—for compliance with no cell phone rule.



Lang, J. M. (2008). *On Course*. Cambridge, MS: Harvard University Press.

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Combating Plagiarism

*In a sample of 1,800 students at nine state universities 84% admitted to cheating.<sup>1</sup>*

**To reduce plagiarism<sup>2</sup> . . .**

- 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



<sup>1</sup> [http://www.plagiarism.org/plag\\_article\\_did\\_you\\_know.html](http://www.plagiarism.org/plag_article_did_you_know.html) Downloaded March 4, 2012.

<sup>2</sup> Designing Assignments to Minimize Cyber-Cheating: *The Teaching Professor*, January 2005. Permalink: <http://www.facultyfocus.com/?p=4447>

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- 11 -

What to Do about Cheating


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

**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



<sup>1</sup>U.S. New & World Report, 2012

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Solve a Problem Resource

For help with dealing with Robert . . .



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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

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~ 16 ~