Potential Classroom Management Strategies

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## Potential Classroom Management Strategies

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| **1. Unprepared:** A small group of students often attends your class, but its members have not read the assigned readings, and therefore contribute little in discussions. How would you handle this situation? | • Give brief, periodic quizzes  
• Provide study questions or study guides to be completed by class session (can be submitted for grading)  
• Assign students to present selected content to the class |
| **2. Inattentive:** A few students enjoy reading the paper during class or frequently carry on their own conversation, which, at times, annoys others. How would you handle this situation? | • Try using small groups (increases engagement)  
• Use Think/Pair/Share (call on inattentive students, after asking a question that students think about and share with a peer)  
• Use Write/Pair/Share (call on inattentive students, after asking a question, having students write down an answer, and having them share their answers with a partner) or One-Minute Paper (call on those students, after asking a question, and students write a one-minute answer)  
• Move around the classroom for proximity to inattentive students  
• Rotate class seating or re-group students  
• Confer with student(s) privately |
| **3. Reluctant to Participate in Class:** (Name) comes to class, sits in the back of the class near the door, rarely speaks to classmates, and has yet to ask or share information in class. How would you handle this situation? | • Use structured small groups: assign group roles and require group processing  
• Randomly select group members to share a summary of group work  
• Use Think-Pair-Share and Write-Pair-Share |
| **4. Hostile/Oppositional Behavior:** (Name) seems to have a chip on his/her shoulder. His/her comments in class often sound either angry or hostile. Even his/her nonverbal behavior seems contentious (looks of contempt, etc.). How would you handle this situation? | • Acknowledge student as an individual (encouraging comments on assignments, confer with student on assignments, respond in a constructive manner, etc.)  
• Meet privately with the student and respectfully ask him or her to moderate his or her behavior.  
• Listen carefully and respectfully. Then state your position, calmly presenting the issue to entire class, and encourage responses |
| **5. Argumentative/Heated Discussions:** A lively class discussion has turned into an intense argument involving 4-6 students. Hostile and damaging comments are being exchanged. How would you handle this situation? | • Use constructive controversy/structure a debate (Johnson, D. & Johnson, R., 1997):  
  - Encourage discussion of multiple views  
  - Instruct students to debate the opposite view  
  - Encourage discussion of multiple views  
  • List evidence of views on board (T-Chart or Two-Column method or more, representing each view)  
  • Slow tempo of voice and ask an open-ended question  
  • Use Rotating Chair technique (speaker summarizes previous statement before sharing their comment)  
  • Circular Response Discussion (each student shares a comment) |
| **6. Cheating/plagiarizing Student Behavior:** You just discovered a student cheating on an exam in your large lecture class of 150 students. How would you handle this situation? | • Review University’s policy (e.g., Office for Student Conduct and Academic Integrity)  
• Remind class about consequences of cheating (e.g., failing assignment/test, lowering final grade, failing course, etc.)  

**To Prevent Cheating:**  
• Review policy in syllabus  
• Require multiple drafts of paper  
• Use different forms of the same test or randomized test items |

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