

# Classroom Management

CEDP Phase 1  
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What are you hoping to get out of this workshop?



# Learning Outcomes

- At the end of this workshop participants will be able to:
  - 1) Identify key classroom management issues
  - 2) Analyze the sources of classroom management issues
  - 3) Identify and utilize techniques for managing a classroom effectively

# What is “Classroom Management”?

- The set of activities by which the teacher consistently establishes and maintains classroom conditions that facilitate, foster, enhance, and nurture effective teaching and learning.

# What are “Classroom Management Issues”?

- 1) **Get** into small groups of three or four.
- 2) On the piece of paper in front of you-**write** down one or two classroom management issues you have observed or anticipate may take place in your classroom.
- 3) **Discuss** how this/these issues affect:
  - i) your students
  - ii) you as a teacher

# It's not just us...

- ◎ students speak

# Why Are We Seeing These Issues?

Lack of preparedness of students

Different learning styles and strengths

Culture of entitlement

The multi-generational classroom

Mental Health Issues

# Narcissism

- ◎ Where does it come from?

# The Narcissism Epidemic

- A survey of college students published in 2008
- Two thirds of college students believed their professor should give them special consideration if they explained that they were trying hard
- One third believed that they deserved at least a B for just attending class
- One third thought they should be able to reschedule their final exam if it interfered with their vacation plans
- (Twenge and Campbell (2009) [The Narcissism Epidemic](#))

# How big an issue is student mental health?

- Studies indicate that rates of mental health concerns are significantly higher in the post-secondary population group than other groups. (Hunt and Eisenberg, 2010, as in Cleary, Walter and Jackson)
- Universities and colleges report an ever increasing number of students presenting with mental health issues (Gallagher 2009 as in Cleary, Walter and Jackson)
- *A recent survey conducted by a large Canadian university as part of the National College Health Assessment found that 34 percent of respondents were so depressed they found it difficult to function; seven percent said they had seriously considered suicide. “All of the anecdotal evidence would tell me that the number is no different anywhere else”. (Michael Kirby, former Senator and chair of the Mental Health Commission of Canada)*
- Those with financial struggles at greater risk for mental health issues (Eisenberg et. Al, 2007 as in Cleary, Walter and Jackson)

# Signs of Mental Health Concerns

- Overwhelmed or immobilized by worry about what to expect, grades, employment options, placement, etc.
- Often absent
- Disconnected from others
- Hygiene issues
- Seems to have a lack of understanding, not just of content but of processes, protocols, and other information, even when explained individually and more than once
- Sleeping in class
- Inappropriate comments



# What about us????

What types of things do teachers do that exacerbate the issues?

# Prevention Tools

- **Confidence**
- **Preparation and organization**
- **Recognize learning styles**
- **Consider the class' personality**
- **Connect outside of class**
- **Earn students' respect**
- **Demonstrate that you care**
- **Know YOUR college's policies**
- **Establish classroom protocols**
- **Be consistent and follow through**
- **Avoid making threats**

# Diagnostic Tools

- **Is your student disengaged?**
- **Is your student bored?**
- **Is the student distracted?**
- **Is the student overly aggressive?**
- **Does the student have learning challenges?**
- **Is the student uncomfortable with his or her peers?**
- **Is the student being marginalized in any way?**
- **Is the student seeking attention?**
- **Is the student fearing failure?**

# Problem Solving Tools

- **Do not avoid controversy**
- **Listen attentively to students**
- **Model listening behaviours for students**
- **Stay in control ... “never let them see you sweat!”**
- **Think before you act**
- **NEVER embarrass a student**
- **Talk to YOUR peers for direction and hear their experiences**
- **Always be respectful and compassionate**

# Celebrating Tools

- **Recognize and reward positive behaviours and awesome classes**
- **Ask students to identify what they appreciate about a positive classroom environment**
- **Keep your sense of humour at all times**
- **Have fun!**

# Creating Culture in the Classroom

## Your Most Powerful Tool

- Build relationships between you and the students and the students themselves
- Model respect and leadership
- Keep it fun and collaborative (games, group activities, etc.)
- Other ideas

# Cell phones

- **Ideas to Restrict it**
- Include in the syllabus
- Show them how disruptive (turn on ringers, count how many rings and notifications by marking on board, discuss)
- Mark absent
- Negotiate consequences at the beginning of term
- Take away participation points if it isn't off
- Tell them they will be counted as absent if it isn't off/rings
- Tell them they must leave
- All phones on the desk in a basket
- Pay a fee/donate to a charity
- Tell them they need to teach the class

# Cell Phones

## Ideas to Include It

- Polls
- Look up information
- Teach them to use the calendar
- Fill in contact information for buddies in class
- Texting breaks

# Talking

- **Don't embarrass talkers.**
  - “I just want to let you all know that these rooms have been designed to enhance the acoustics so that you can hear me and we can all hear you during class discussions. Some of you may be intending to have a quiet conversation with your neighbour but the acoustics in the room mean that you are louder than you think. Please try to avoid any conversation that is not a part of the large class discussion”
- **Ask their opinion on topic being discussed.**
- **Ask talkers if they would like to share their ideas.**
- **Casually move toward those talking.**
- **Make eye contact with them.**
- **Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers.**
- **Speak to the talkers after class**  
**As a last resort, stop and wait.**

# Lateness

- Make the first 10 minutes something meaningful like a quiz, that will be missed if not there
- Do not allow admission until break
- Require a mildly embarrassing task like sing a verse of a song
- Ignore it as long as they are coming in quietly
- Talk to the student after class, find out if there is a reason for the lateness
- Leave one or two empty chairs by the front or back door for latecomers. Students who are late are not to walk in front of the room or to go to their regular seats. They must take one of the "late seats" by the door.

# Great Ideas from the Group

- ◎ Break into small groups again and discuss left over issues that haven't been addressed yet. Formulate solutions to share with the group

# Well said...

**Pay attention to your students in order to learn about them and truly understand them. Be a caring person, a welcoming person, an interested person. Identify and build on strengths, and encourage them.**

*McKeachie & Svinicki, 2006*