



# Center for Teaching Excellence Hampton University Teaching Matters

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- ◆ The Center for Minority Special Education (CMSE)
- ◆ The Foundation Center
- ◆ School Grants

## Other Useful Links

- ◆ Collaboration for the Advancement of College Teaching and Learning
- ◆ Associated New American Colleges (ANAC)
- ◆ Quality Education for Minorities (QEM)

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## Classroom Management: Part II

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While there are broad guidelines for developing and maintaining a positive learning environment in the classroom, every instructor has to find strategies and ways of responding to students that work effectively. Achieving and maintaining a positive learning environment is an ongoing and active process. Below you will find additional suggested strategies for classroom management.

**Think prevention.** Consider how you can manage the learning process to prevent undesirable behavior (i.e. classroom set up, opportunities for students to interact, active involvement, clear communication of expectations, structuring for success).

**Model behaviors you expect from your students.** Be an example to your students for behaviors such as: mutual respect, active listening, interest in learning, subject enthusiasm, open mindedness, and positive attitude.

**Avoid assumptions.** Talk with students about their behavior and explain why something is bothersome or unacceptable. Examine your own assumptions and how these may affect student learning. Discuss assumptions with your students.

**Avoid singling students out whenever possible.** Although there may be the odd situation when something needs to be addressed immediately, the majority of the time, it is better to talk to a student outside of the class.

**Know University policies** regarding factors such as the Code of Conduct, human rights, plagiarism, acceptable use of technology, cheating, and evaluation. Be specific about the issues that are not tolerable (i.e. sexist and racist remarks, swearing, interrupting) under these policies.

**Communicate academic and behavioral policies and expectations** early in the semester regarding late submissions, class attendance, participation, missed tests, and classroom conduct. Put policies and expectations in writing in each course syllabus, and repeat them often. Be clear and consistent. It is also important for instructors to adhere to the University's policies regarding make-up work, incomplete grades, and the like.

**Make your subject relevant and interesting** to your students. Use examples that interest students (i.e. sports, entertainment). Take time to learn more about their interests.

**Teach for success.** Instead of taking a punitive or negative approach, help students understand what is needed to succeed in your course and in the workplace.

**Focus on solutions.** Consider how you can make learning a positive experience for both you and your students.

**Talk to your colleagues.** Classroom management involves ongoing learning for educators. There is no shame in discussing issues with your colleagues in order to maintain perspective, and generate appropriate solutions.

**Provide opportunities** throughout the class for students to interact with each other.

**Get students actively involved in learning** (not passively listening to you talk). Active learning does not have to be complex or time consuming.

**Communicate an agenda at the beginning of each class** so students know when they will have a break (if applicable) or how long you will be lecturing. Write the agenda on the board.

**Move around the room and interact** with students in a positive way.

**Clearly communicate policies, procedures, and expectations in writing.** Place these in your syllabi and review them with students early in the course. Post them on Blackboard for continuous reference.

**Explain your philosophy of learning** and its impact on policies, procedures, and expectations.

**Show examples** of what you are expecting in assignments.

**Be firm, fair, and consistent** in your dealings with all students.

## Online Resources

Discipline for Promoting Responsible Behavior and Learning™ Online  
[www.plsweb.com/graduate\\_courses/full\\_course\\_listing/online/ecmol/](http://www.plsweb.com/graduate_courses/full_course_listing/online/ecmol/)

Teacher Resources - Teacher's Helper - Classroom Management  
[www.theteacherscorner.net/teacher-resources/websites.htm](http://www.theteacherscorner.net/teacher-resources/websites.htm)

Wheelock College Library - Lesson Plans and Classroom Resources  
[www.wheelock.edu/library/liresources/liwebsites\\_lpcr.asp](http://www.wheelock.edu/library/liresources/liwebsites_lpcr.asp)

Classroom Management  
[www.mccfl.edu/pages/1389.asp](http://www.mccfl.edu/pages/1389.asp)

II. Classroom Management — Central Piedmont Community College  
[www1.cpcc.edu/learning/administrative\\_handbook/classroom](http://www1.cpcc.edu/learning/administrative_handbook/classroom)

Classroom Management:Orchestrating<br>a Community of Learners®  
Online  
[www.plsweb.com/graduate\\_courses/full\\_course\\_listing/online/cmol/](http://www.plsweb.com/graduate_courses/full_course_listing/online/cmol/)

## Announcements

During the Spring 2008 semester, the CTE Associates will be available to conduct school-wide workshops on assessment, pedagogy, technology, research and advisement. Please contact us if you would like to schedule a workshop in any of these areas. We would be happy to accommodate you. We wish you all a safe and happy holiday!