

Classroom Management

Creating and Maintaining a Positive Learning Environment



Agenda

- Creating a positive learning environment
- Responding to disruptive behavior
- Managing technology in the classroom



Syllabus as Foundation



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Setting the tone

Creating expectations



Creating a Positive Learning Environment:



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Why are you here in the discipline, as a teacher?

What is in it for the students?

Who are the students?

What are their interests?

What is fascinating about the course content?

<http://www.facultyfocus.com/articles/teaching-and-learning/opening-intentions-first-day-class/>

<http://www.facultyfocus.com/articles/teaching-professor-blog/five-things-to-do-on-the-first-day-of-class/>

<http://www.facultyfocus.com/articles/teaching-professor-blog/the-first-day-of-class-a-once-a-semester-opportunity/>



First Day Activities



Make It Interactive
Clarify Intentions
Best/Worst Class
First Day Graffiti
Syllabus Speed Dating, etc.
Irritating Behaviors:
Theirs and Ours

<http://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/>



What does the instructor love?

- Eye contact
- Request for assistance
- Questions
- Being told why course was a good experience
- New ideas
- Engagement in the learning process

<http://chronicle.com/article/10-Things-This-Instructor/232483/>



Establish Communication Guidelines



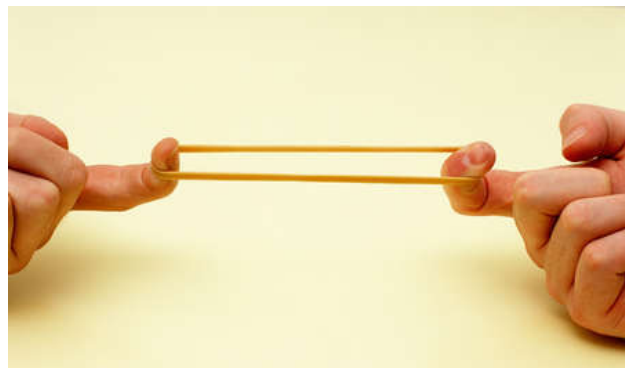
- Lean into discomfort
 - Triggers
 - Learning Edges
- Listen for Understanding
- Confidentiality
- Balance air time
- Be fully present
- Others?



Features of Critical Thinking Classrooms



Frequent Questions



Developmental Tension



**Fascination with the
contingency of
conclusions**



Active Learning

Brown & Freeman (2000)

Teach Questioning Skills for Deeper Understanding



- Can you tell me more about that?
- What does that mean to you?
- How do you see that?
- Can you share an example of what you mean by...?
- Is what you're saying...?



Questions to Avoid



- Why did you say that? *Try: Help us understand what you meant by...*
- How could you believe that? *Try: Tell us about your beliefs.*
- Don't you think that's right? *Try: That's an interesting perspective. Are there others who have a different perspective?*
- Surely you can see the error in your thinking, can't you? *Try: The way I see it is...*



Discussion



What are the top three classroom management challenges you face?



What is disruptive behavior?

- Classroom disruption is defined as behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.
- Disruptive behavior interferes with the instructor's ability to conduct the class, or the ability of other students to profit from the instruction.



TAMU Student Rules



- **24.3.12 Disruptive activity.** Participation in disruptive activity that interferes with teaching, research, administration, disciplinary proceedings, other University missions, processes, or functions including public-service functions, or other university activities. Such activities may include, but are not limited to:



TAMU Student Rules (cont.)



- Leading or inciting others to disrupt scheduled and/or normal activities on university premises.
- Classroom behavior that seriously interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program. (See Texas A&M University Rule on [Classroom Behavior, section 21](#) of this publication.)



TAMU Student Rules (cont.)



- Any behavior in class or out of class, which for any reason materially disrupts the class work of others, involves substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the University.
- Activity or conduct that violates the Texas A&M University Rules on Freedom of Expression (See [Appendix XI](#)).



Potential Consequences

- The learning environment can be negatively impacted.
- Faculty well-being, comfort, and satisfaction can be directly impacted by the disruptive behavior of students.
- Negatively impacts students, faculty, and administration.



Potential Causes

- Changing cultural norms and fuzziness in the definition of classroom etiquette
- Class size
- Technology and today's students



Potential Causes (cont.)



- Others?
 - Psychological Disorders
 - Asperger's Syndrome
 - Bipolar Disorder
 - Attention Deficit (Hyperactivity) Disorder
 - Stressors
 - Grades
 - Family/Friends



Signs of Distress



- Appearance
- Attendance
- Emotions
- Writings
 - In class
 - Email



Preventive Strategies



- Define expectations for student behavior at the outset.
- Decrease anonymity by forming personal relationships with students.
- Seek feedback from students. ([CATs](#))
- Encourage active learning.



Response Strategies

- Stand by the disruptive student(s)
- Stop what you're doing and wait for students to quiet down
- Consider changing your teaching methods
- Directly ask them to stop the behavior
- Speak to the students after class or ask them to come to your office hours
- Involve everyone in maintaining a positive learning environment



Response Strategies



- One-on-one and direct conversation with student to discuss behavior
- Contact Offices of the Dean of Student Life
 - Student Conflict Resolution Services
- Submit Tell Somebody report @
<http://tellsomebody.tamu.edu>



Technology and Students

- Are laptops (and other devices) a potential distraction in the classroom?
- Can laptop usage provide an opportunity for more innovative teaching?
- How can I turn laptops into an effective tool to promote student learning?



Technology and Students



“Anyone who engages in rude, thoughtless, selfish behavior, such as use of a cellphone for instant messages, games, etc., will have his or her cell phone confiscated until the next class session and will be excused from the class. The cell phone will be returned after the student apologizes to the class at the next class session.”



Technology and Students



“If your cellular phone is heard by the class you are responsible for completing one of two options: 1. Before the end of the class period you will sing a verse and chorus of any song of your choice or, 2. You will lead the next class period through a 10-minute discussion on a topic to be determined by the end of the class. (To the extent that there are multiple individuals in violation, duets will be accepted).”



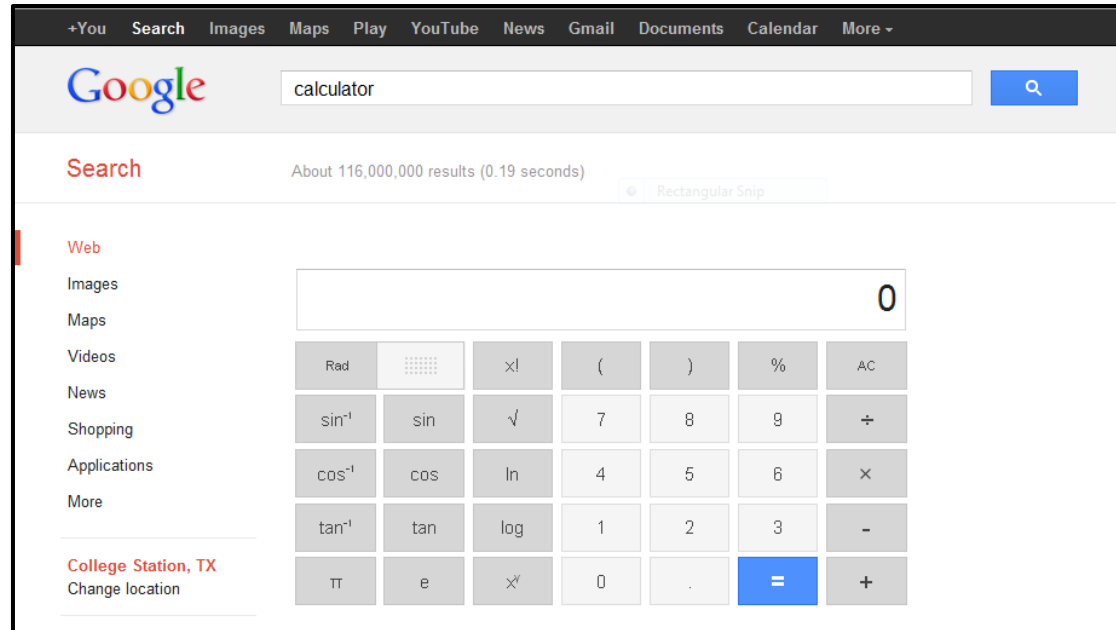
How do you manage the use of
laptops and mobile devices in
your classroom?



Students Then and Now



Wang 144-T Scientific Calculator (1970)



Google Search 2012



Then and Now



Bamboo Paper



Evernote



Write 2 Lite



Notability

Additional Considerations

- Three-quarters of the students reported that using a laptop during class increased the amount of time they spent on non-course tasks.
- Thirty-five percent of the respondents spent more than ten minutes per class using social networking sites and email.
- Many students appear to weigh the options of using or not using laptops during class and make decisions based on what may be most helpful for their own learning.
- When integrated into the course, students reported an increase in attentiveness, engagement, and learning.



Using Devices Successfully



- Set a device policy and communicate it to students
- Reconsider an “all-or-nothing approach”
- Identify a device-free zone in class
- Determine how well the classroom infrastructure supports active device use
- Check the technical support
- Consider how to support students who don’t own mobile devices



Instructional Practices for Active Engagement



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Integrate Technology in the Classroom



Today'sMeet

Enhance classrooms. Enable discussions. Empower students.
Today'sMeet gives everyone a voice

Google



Docs



Sheets



Slides



Forms

Online Quizzes

bubbl.us



Center for Teaching Excellence

What would you like your students to do?



listen

absorb

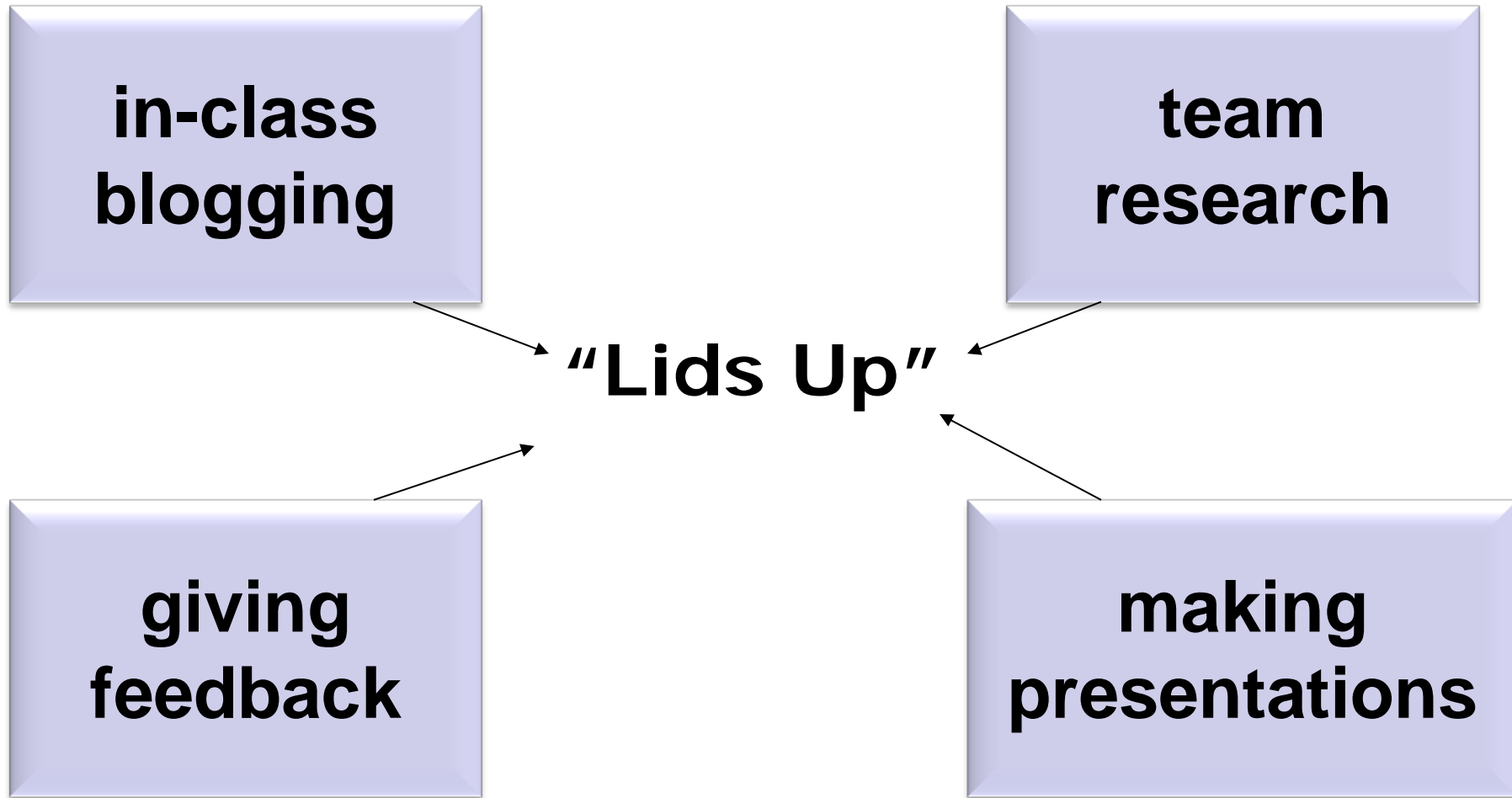
"Lids Down"

discuss

participate



What would you like your students to do?



Policy Examples

“Students are not encouraged to bring laptops to class. A closed laptop rule during lecture will be enforced and other communication devices will need to be on ‘silent’ during lecture.” (U-M Syllabus)

“When you use laptops during class, do not use laptops for entertainment and do not display any material on the laptop which may be distracting or offensive to your fellow students.” (Northern Michigan University, 2010)

Policy Examples (cont.)

“Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading class information from TWEN, or working on an in-class exercise. E-mail, instant messaging, surfing the internet, reading the news, or playing games are not considered legitimate classroom purposes; such inappropriate laptop use is distracting to those seated around you and is unprofessional.” (Mazzie, 2008)

Zhu, Kaplan, Dershimer, & Bergom (2011, p. 4)



Policy Examples (cont.)

LEARNING AND ELECTRONIC DEVICES

Please silence and put away all electronic devices when you walk into the classroom. Research indicates that your attention and preparedness for class is greatly diverted merely by having your device on top of the desk (even when turned off). The use of technology may be encouraged and/or required for specific class sessions. I will inform you in advance of such occasions.
(Sandoval, 2015)



Questions?



**We would appreciate
your feedback!**

<http://tinyurl.com/Galveston-CM>

Note: URL is not case sensitive.



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