

Selected Online Resources

- Manatee Community College has a collection of tips and resources focused on classroom management at <http://www.mccfl.edu/pages/1389.asp>
- University of Michigan's Center for Research on Learning and Teaching has several links on <http://www.crlt.umich.edu/tstrategies/tscm.html>
- Daphne Johnson, Marilyn Rice, William Edgington and Patricia Williams (2005) "For the Uninitiated: How to Succeed in Classroom Management" from Kappa Delta Pi Record 42(1), available through ERIC (EJ724905).
- Arthur Chickering and Zelda Gamson's "Seven Principles for Good Practice in Undergraduate Education," originally published in 1987, is widely available through the Internet.

Center for Teaching and Learning

David Peter, Director, CTL
Shake Learning Resources Center (208)
1002 North First Street
Vincennes, IN 47591

Phone: 812-888-5815
E-mail: dpeter@vinu.edu
URL: <http://www.vinu.edu/ctl>

Center for Teaching and Learning

Teaching Tips: Classroom Management

Classroom Management Pointers

Ask anyone who has taught what their biggest challenge is, and they will probably mention managing students, expectations, or the classroom. Trying to identify classroom management can be a long discussion.

Here are some pointers or suggestions to help.

- Set clear expectations for students, from attendance, to assignments, to grading policies. Providing these expectations can help focus students on the task of learning.
- Manage expectations for students by providing feedback on assignments. Students who know how they are performing can focus on learning easier.
- Manage time in the classroom, and outside of the classroom. Provide students with a schedule, calendar or some organizer to help them plan for classes. If they know what you will be covering, and the questions you might ask, they will be prepared.

One method that many have used is based on Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education" (1987) paraphrased below:

- **Interaction between student and teacher.** Manage by communication. Make a point to speak with students, let them speak to other students. If students are interacting with teachers, students with students, and teachers with students management issues should be reduced because of greater communication.
- **Develop cooperative and collaborative learning strategies.** Working in groups provides students the opportunity to learn from each other and with each other.
- **Incorporate active learning.** Students who are involved and engaged in their learning feel invested in the process. Classrooms that are actively learning reinforce the learning content for students.
- **Provide timely feedback.** Providing supportive, instructional feedback to students provides them with direction on how to proceed and what needs to be corrected.
- **Keep students focused on task.** Students who know what is expected and when it is expected are more likely to manage their time and resources wisely. Set benchmarks for the class, for major assignments. Provide structure, but be prepared for the unexpected with flexibility.

- **Have high expectations.** Students want to excel at all tasks. Let them know, through your syllabus or a grading rubric, how they will be graded. It is much easier to provide clear, concise, descriptive requirements BEFORE the assignment is due.
- **Respect different learning styles.** Not all students learn in the same manner. Where appropriate, use instructional strategies and curricular materials that are suited for different learners: visual, spatial, aural, kinesthetic.

Need more information? Check out the following books from the CTL:

- Barbara G. Davis. (1993). Tools for teaching. San Francisco, CA: Jossey-Bass.
- Robert Magnan, (Editor). (1990). 147 practical tips for teaching professors. Madison, WI: Atwood Publishing
- William McKeachie. (2002). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers. (11th Ed.). Boston, MA: Houghton Mifflin.