

M 8: CLASSROOM MANAGEMENT

At the end of this module, students will be able to:

1. define 'classroom management';
2. name the 6 elements in an instructional environment;
3. analyse the factors contributing to a positive classroom environment;
4. identify the 'what & 'why' of students' misbehaviour & how to overcome it;
5. name mistakes commonly made by some teachers.

M 8: CLASSROOM MANAGEMENT

- 1. Definitions
- 2. Instructional Environment
- 3. Classroom rules related to conduct & work
- 4. Creating a positive classroom environment
- 5. Types of misbehaviour
- 6. Why do students misbehave?

CERTIFICATE IN TEACHING COURSE (CITC)

- M1: Concepts of Teaching & Learning (GT/CTT)
- M2: Development of Children & Youths (CTT)
- M3: Planning for Teaching (LKW)
- M4: Teaching Strategies, Micro-Teaching & Assessing Teaching(CTT)
- M5: Classroom Management & Use of AVAs (CTT)
- M6: Assessing Student Achievement
- M7: Assessing a Lesson (CTT, CSB & LKW)

CLASSROOM MANAGEMENT

(contd.)

- 7. How do we overcome behavioural problems?
- 8. Additional suggestions to overcome students' negative misbehaviour
- 9. Mistakes commonly made by some teachers
- 10. Six-minute viewing of a video tape about classroom management, followed by a discussion

DEFINITIONS OF CLASSROOM MANAGEMENT

- *‘process of organizing and conducting a class so that it results in maximum student learning ... (preventing) distractions and disturbances’ (Callahan et al., 1995, 209)*
- *‘includes time management, student involvement, student engagement, and classroom communication.’ (Farris, 1999, 372)*

INSTRUCTIONAL ENVIRONMENT (Parsons *et al.*, 2001, 370)

- 1. *Lighting*
- 2. *Equipment*
- 3. *Temperature*
- 4. *Seating*
- 5. *Food facilities*
- 6. *Transport*



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EDUCATION BEYOND BORDERS

CLASSROOM RULES RELATED TO CONDUCT & WORK (adapted from Borich,2000,351)

- **Rules related to classroom conduct**

- 1. where to sit
- 2. responding, speaking out
- 3. drinks, food & gum
- 4. washing & drinking privileges

- **Rules related to academic work**

- 5. course assignment
- 6. determining marks/grades
- 7. missed quizzes/exams
- 8. violation of rules

CLASSROOM RULES RELATED TO CONDUCT & WORK (contd.)

- **Rules related to classroom conduct**
- 9. tardiness/absences
- 10. leaving the classroom
- 11. consequences of rule violation
- Rules related to academic work
- 12. assignment completion
- 13. sharing work with others
- 14. group work
- 15. neatness

CREATING A POSITIVE CLASSROOM ENVIRONMENT



- 1. Ensure students feel welcomed into your class.
- 2. Keep your class neat & tidy.
- 3. Ensure your students' comfort – aircon
- 4. Interject fun & humour.
- 5. Encourage students' high aspiration & esteem.



CREATING A POSITIVE CLASSROOM ENVIRONMENT (contd)

- 6. Use a variety of interesting teaching methods, e.g. group work, real-life examples.
- 7. Set a good example.
- 8. Make learning perceived as worthwhile.
- 9. Build students' trust in you.
- 10. Reinforce positive behaviour.



TYPES OF MISBEHAVIOUR



- *1. Aggression*
- *2. Immorality*
- *3. Defiance of authority*
- *4. Class disruptions*
- *5. Fooling around*

WHY DO STUDENTS MISBEHAVE?

- *To seek:*
 1. *attention*
 2. *power*
 3. *revenge*
 4. *Isolation* (Cruickshank et al.,1999,382)
 5. *'sheer fun of it'*
 6. *'classes maybe tedious or boring'*
 7. *'unrestrained outburst of the restlessness, rowdiness, & exuberance of youth'*



HOW DO WE OVERCOME BEHAVIOURAL PROBLEMS

- 1. Be proactive rather than reactive.
- 2. Encourage self-control:
 - (1) help students set up a code of conduct for themselves
 - (2) help students improve their own standards of conduct
 - (3) use the enforcement of rules as a tool
 - (4) support student self-control

HOW DO WE OVERCOME BEHAVIOURAL PROBLEMS (contd.)


- (5) *avoid:*
- (a) *nagging*
- (b) *threats & ultimatums*
- (c) *hasty judgements & actions*
- (d) *overreaction to minor incidents*
- (e) *arbitrary & inconsistent enforcement of rules*
- (f) *harsh & unusual punishment*
- (g) *loud talk, yelling/screaming*

*ADDITIONAL SUGGESTIONS TO OVERCOME
STUDENTS' NEGATIVE BEHAVIOUR (Parsons et al.,
2001, 370)*

- 1. Use the principle of proximity
- 2. Have eye contact
- 3. Use soft reprimands
- 4. Remain calm
- 5. Don't accept excuses
- 6. Avoid power struggles
- 7. Provide an escape mechanism


MISTAKES COMMONLY MADE BY SOME TEACHERS (50)



- 1. Sketchy lesson plan
 - 2. Emphasis on the negative
 - 3. Spending too much time with one student or group
 - 4. Pacing teacher talk & learning activities too fast or too slow
 - 5. Using too loud/soft voice level
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MISTAKES COMMONLY MADE BY SOME TEACHERS (50)(contd.)



- 6. Sitting while teaching
 - 7. Being too serious & no fun
 - 8. Inadequate 'wait time' after asking a content question
 - 9. Interrupting students on task
 - 10. Verbally reprimanding a student across the classroom
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VIDEO TAPE ON 'EFFECTIVE TEACHING' REGARDING CLASSROOM MANAGEMENT

- Based on 6 minutes of viewing of the video tape cited above, answer the following:
 - 1. What aspects of classroom management did the lecturer not consider in the initial presentation?
 - 2. How did he improve in his 2nd presentaion?
 - 3. How could he further improve in the 2nd presentation?