



EFFECTIVE TEACHING AND LEARNING IN THE LARGE CLASSROOM SETTING

Classroom Management

[http://serc.carleton.edu/serc/site_guides/
largeclass.html](http://serc.carleton.edu/serc/site_guides/largeclass.html)

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Classroom Management Strategies

Management challenges in large classes:

- Student who wants to talk individually with the instructor at the beginning of class
- Openly disruptive, rude student
- Field trip logistics
- Forgetting required equipment
- Asking for help beyond your expertise (personal problems)
- Inappropriate use of email (no salutation, etc.)
- Academic dishonesty
- Managing group work (including moving around or interactivity)
- Mental health issues
- Disability access and accommodations

Classroom Management Strategies

Management challenges in large classes:

- Late arrival, early departure
- Sleeping, reading the paper, ...
- Poor attendance
- Talking, cell phone (esp. texting), laptops
- Who's actually there? Who's taking the exams?
- Grading
- Dealing with missed assignments, exams, ...
- How much email?
- Student who wants to talk individually with the instructor at the beginning of class
- Openly disruptive, rude student
- Field trip logistics
- Forgetting required equipment
- Asking for help beyond your expertise (personal problems)
- Inappropriate use of email (no salutation, etc.)
- Academic dishonesty
- Managing group work (including moving around or interactivity)
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Classroom Strategies, Con't

Strategies:

- The **syllabus** is your friend (and a “contract”)
- Be explicit about behavioral expectations
- Dropping lowest grades reduces need for make-ups
- Consider having students read and sign the syllabus
- Cell Phone policy (I answer theirs, they answer mine); leave classroom if caught texting
- Computer use agreement (consider separate seating area)

Classroom Strategies, Con't

Strategies:

- Use Classroom Management System if you have it (Blackboard, D2L, ...)
 - Assignments, handouts, syllabus
 - Can have due dates that fit student's schedule (midnight 😊)
 - Often system can check for plagiarism
 - Sometimes can auto-grade
 - Assessment
 - Reading quizzes required prior to class
 - Podcasts and peer assessment of oral presentations
 - Post videos of lectures
 - Agreements

Classroom Strategies, Con't

Strategies:

- **Personalize** the student experience
 - Learn student names, or more than just the few who always answer questions
 - Consider using a seating chart ... I was very skeptical but am a complete believer now.
 - Can separate friends, athletes, Greek Life, etc.
 - Helps build study groups
 - Relatively easy to implement (Excel)
 - Late arrivers must sit in own seat

Classroom Strategies, Con't

Strategies:

- **Disruptive behavior**
 - Set a positive classroom environment from the 1st day.
 - Engaged students are less disruptive.
 - Be explicit about expectations (some “disruptive” behavior worse than other ... I don't mind sleepers 😊)
 - Avoid escalating situations if possible. Ask to see the student after class.
 - Seating chart reduces disruptive behavior
 - If you feel at risk of harm, call 911

Classroom Strategies, Con't

Strategies:

- **Email**
 - Have clear guidelines (e.g., “Subject line must include class name”; require appropriate language, ...)
 - Consider a policy for response time ... if you respond right away, can increase expectation of ‘instant’ response. Maybe 24 hours?
 - If you get same question several times, consider broadcast email to entire class.
 - Refer students to syllabus! (I won’t answer the question, “Hey Prof, when is the final exam?” 😊)

Classroom Management Strategies

We've looked at:

- Syllabus as a resource
- Classroom management systems (blackboard, etc.)
- Personalize the experience (knowing names, using a seating chart)
- Disruptive behavior
- Email

What other issues/strategies:

- Formal mid-course evaluation (from students, about teaching): what's working well, what would you change? (don't have to wait until midterm; can have a colleague collect students' feedback for you)
- Balancing the personalized experience with the challenges of large numbers (treating students like adults while still managing the logistical issues)