

CLASSROOM MANAGEMENT

Elective TA workshop – TA122
1.5 hours

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Disruptive Behaviors

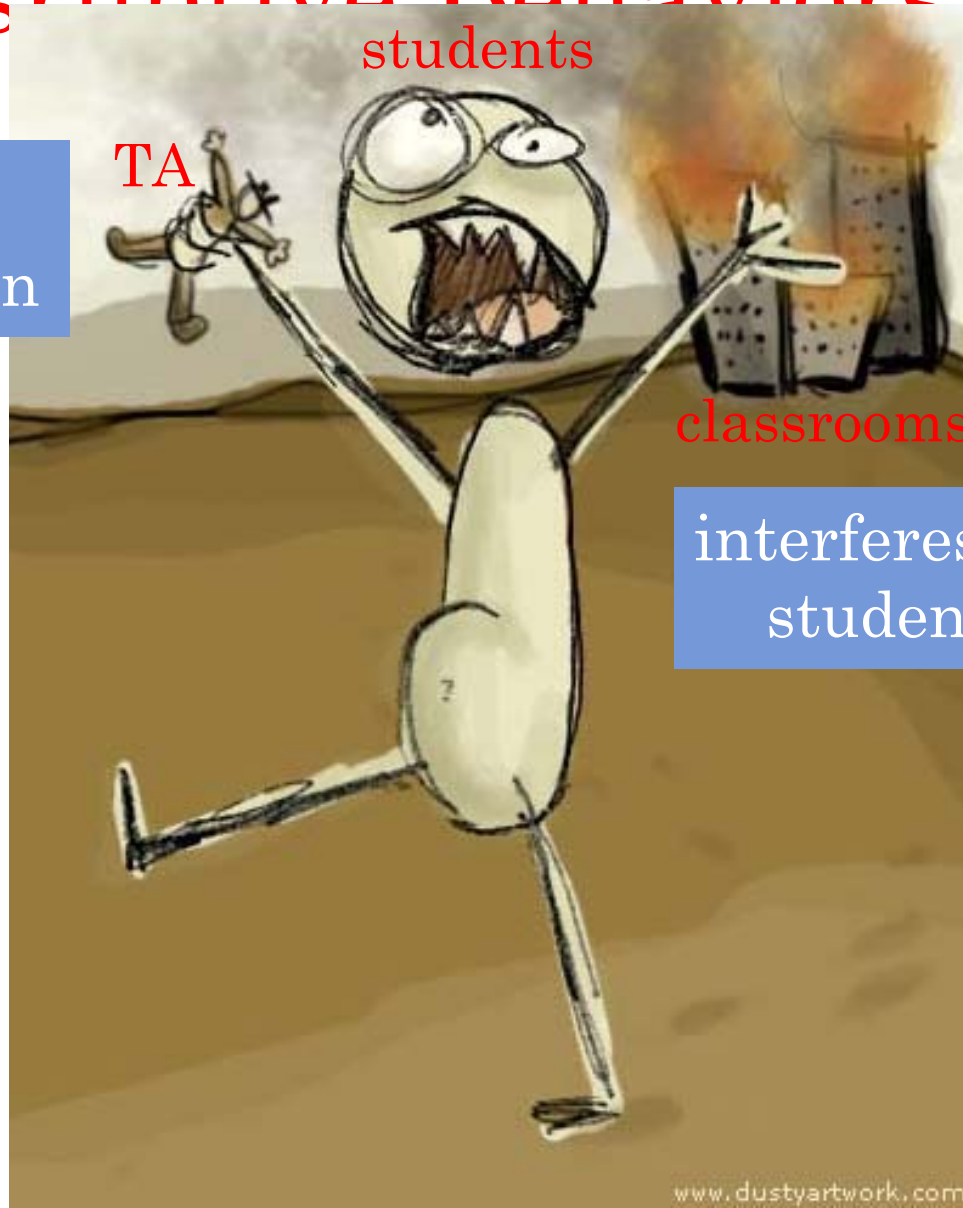
students

break your
concentration

TA

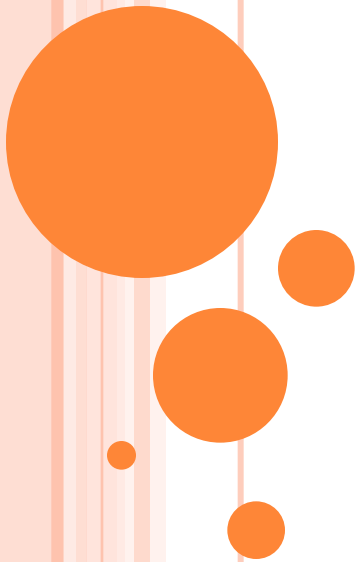
classrooms

interferes with other
students' learning



Discussion

- As a student, what are some disruptive behaviors have you experienced/observed?
- Why do you think there are such disruptive behaviors in the classroom?



WHAT IS THIS WORKSHOP ABOUT?

- Strategies for **preventing** and **handling** the disruptive behaviors



INTENDED LEARNING OUTCOMES

- By the end of this workshop, you are expected to be able to...
 - **Explain** how to PREVENT disruptive classroom behaviors by managing relationships with and expectations of students.
 - **Explain** how to HANDLE common disruptive behaviors in classroom

Classroom Management

Prevent

Managing
relationships &
expectations

Handle

8 specific disruptive
behaviors

Reasons for disruptive behaviors?

Boring/ Tiredness

- TA123 - Techniques for Interactive Teaching

Relationships with students

- Approachability and Authority

Different Expectations

- Setting ground rules & modeling desired behaviors



Approachable



Authoritative

You are in special place

Authority



Friendliness



Which is better?



Approachable

A sense of support

Take advantage of you

Cooperative



Authoritative

Efficient

Disengaged

Adjusting Approachability & Authority

Give approachable impression

- Assume a relaxed posture
- Speak more softly
- Dress down slightly
- Call by first name
- Relate to your student's background
- Chat casually with students before and after class
- smile 😊 whenever appropriate
- ...

Give authoritative impression

- Stand up, walk around
- Deepen your voice slightly
- Dress up slightly
- Call by last name
- Relate to your research background
- ...

Prevent

- Approachability and Authority
- **Setting ground rules & Modeling desired behaviors**

Discussion

- What do you think these strategies involve? Do you have any experiences of these preventive strategies?
- **Setting ground rules**
- **Modeling desired behaviors**



SETTING GROUND RULES

What can't you tolerate in this course ?

- (consider the past experience of the course, cultural difference and course policy)

Examples of items:

- Attendance /Punctuality
- Class participation
- Missed assignment deadlines
- Grading
- Preferred communication e.g. email address, office hours.

SETTING GROUND RULES

Explain

e.g. *disruptive behaviors annoy other students in the class*

(reiterate this when you handle the disruptions)

Tone

use appropriate behaviors

e.g. *'expected to hand in assignments on time'* rather than *'penalized for late assignments'*.

MODELING CORRECT BEHAVIORS

○ e.g.

- Be punctual
- Return assignments on time
- Be available in office hours
- Turn off cell phones

- Is this about being a role model?



- Strategies for **preventing** and **handling** the disruptive behaviors

Relationships with students

- Approachability and Authority

Different Expectations

- Setting ground rules & modeling desired behaviors



Common Disruptive Behaviors



What do you think are the top 3 Common Disruptive Behaviors at UST?

- **Talking in class**
- **Showing general disrespect/ poor manners toward instructors and other students**
- **Doing own things**
(e.g. browsing web pages, playing NDS/PSP)
- **Wasting class time**
(e.g. unprepared, asking repeated questions, asking for details on the previous class)
- **Cheating and plagiarism**
- **Missing assignment deadlines**
- **Packing up early**
- **Attending class irregularly**
- **Arrive late and leave early**

COMMON DISRUPTIVE CLASSROOM BEHAVIORS

- Talking in class – 1st
- Attending class irregularly – 2nd
- Doing own things – 3rd
(e.g. browsing web pages, playing NDS/PSP)
- Showing general disrespect/ poor manners toward instructors and other students
- Wasting class time
(e.g. unprepared, asking repeated questions, asking for details on the previous class)
- Cheating and plagiarism
- Missing assignment deadlines
- Packing up early
- Arrive late and leave early

Handling common disruptive behaviors

HANDLING COMMON DISRUPTIVE BEHAVIORS

1. Talking in class
2. Doing own things (e.g playing NDS, browsing internet)
3. Attending class irregularly
4. Cheating
5. Showing general disrespect
6. Asking for extensions and missing assignment deadlines
7. Wasting time e.g. asking repeated questions
8. Arriving late, leaving early



Group Discussion

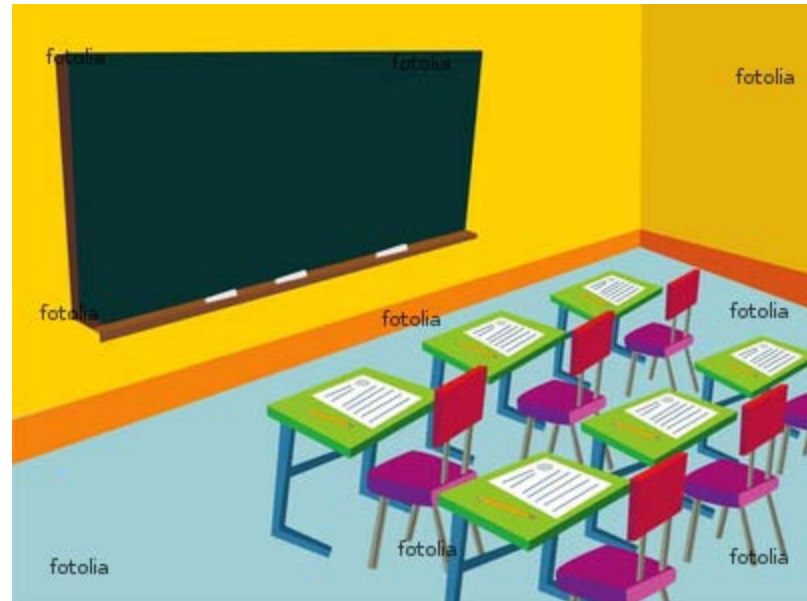
Talking in Class



Doing Own Things



Attending Class Irregularly



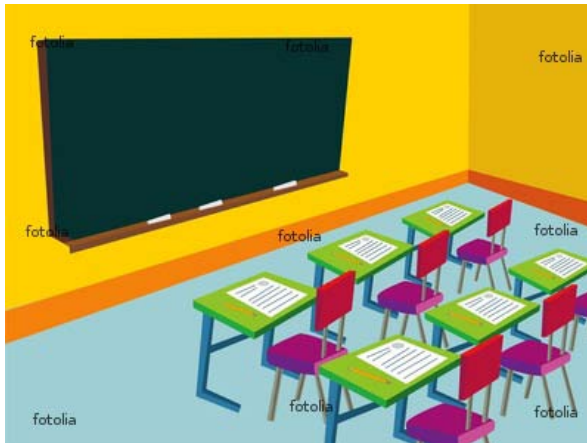
Talking in Class



Doing Own Things



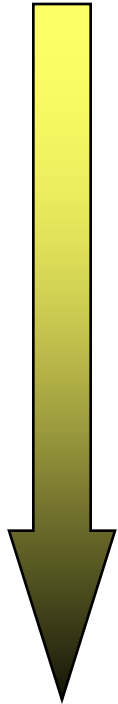
Attending Class Irregularly



Talking in Class



(1) TALKING IN CLASS



A long, dramatic **pause**

Dramatic **stare** at the talker

Say something
*“you should really pay attention to this
because it will be on the test”*

Talk with the students after class

AVOID: Direct intervention & Public embarrassment

Doing Own Things

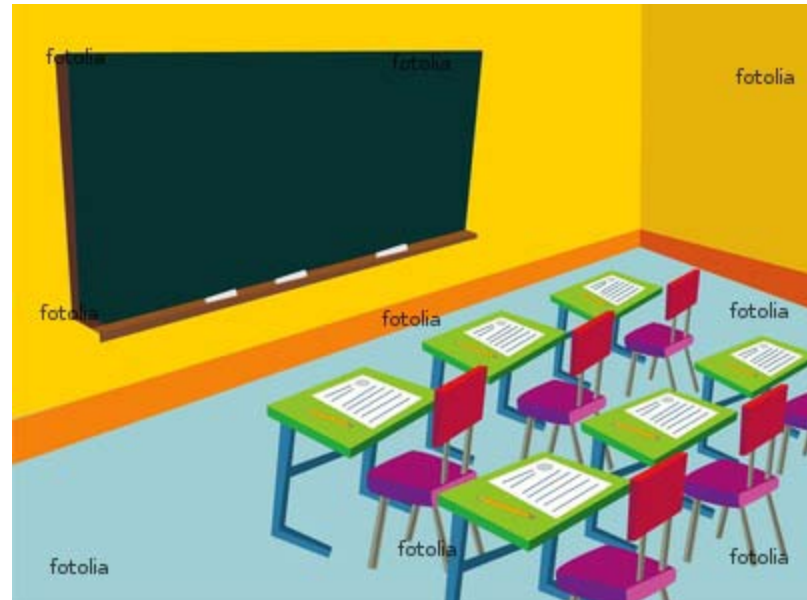


(2) DOING OWN THINGS



- **Call on** those students to answer questions
- **Break** students into group, discuss a topic, go around to see what he/she is doing during group discussion
- **Ask** those students to do their own things after class (with respect)

Attending Class Irregularly



(3) ATTENDING CLASS IRREGULARLY

Increase student participation

- Base part of the course **grades** on attendance/ discussion
- Take **attendance** (counting towards course grades or not)
- Give **frequent quizzes**
- **Cover materials** different from the readings
- Use cooperative learning **group** activities

Cheating



(4) CHEATING

- **Familiar** yourself with the university and course policy

(Academic Integrity at HKUST)

- **Communicate** the definition of cheating ahead of time
- **Be assertive**

(4) CHEATING (CONT')

- Provide a **supportive environment**
 - students can succeed without cheating
- Use tutorials or office hours to discuss difficulties
- Provide feedback to student's work, make them feel more confident.

Wasting Time

WILL RETURN



(5) WASTING TIME

- Encourage them to **speak with you** after class to clarify questions
- Encourage students to **email their questions** to you
- **Shift the attention away** from the disruptive student to the class by asking the class for the answers

Showing General Disrespect



(6) SHOWING GENERAL DISRESPECT

- Make your **expectation** of good classroom conduct clear at the beginning
(resources from VPAAO)
- Talk to the offender **privately** after class
- If emotional problem, best refer the student to the counselors in SAO

Asking for Extension/ Missing Assignment Deadlines



(7) ASKING FOR EXTENSIONS/ MISSING ASSIGNMENT DEADLINES

- State clearly the penalties for late submission
- Examine each request and excuse case by case, inform your instructor
- If the problem is habitual, talk to the student privately about consequences

Arriving Late/ Leaving Early



(8) ARRIVING LATE/ LEAVING EARLY

- Be clear about your **expectation** of appropriate behaviors at the beginning
- **Count attendance** towards course grade.
- Make up an **area** for late-comers and early-leavers
- Conduct **important class activities** at the beginning and the end of the class

MORE TIPS...

- Don't take things personal
- Never lose your temper
- Avoid publicly embarrassing students.
This can be humiliating.
- Start with a positive statement

Discussion

- Share one insight that you got from this workshop.
- How can you apply it in your future teaching?



SUMMARY

Classroom Management

- To maintain a learning environment despite interruptions.

Preventing

- Adjust your relationship with students:
 - approachable v.s. authoritative
- Set up the ground rules at the beginning and then, model the desired behaviors.

Handling

- Handle disruptions calmly. Don't lose your temper.
- Classroom is difficult. If you can't handle it well, don't be frustrated & **get help** from your course instructor or us.



ADDITIONAL RESOURCES

- Solving a Teaching Problem
Eberly Center for Teaching Excellence,
Carnegie Mellon
(<http://www.cmu.edu/teaching/solveproblem/index.html>)

REFERENCES

- Linda B. Nilson (1998). *Teaching at its best. A research-based resource for college instructors.* Vanderbilt University. Anker Publishing Company, Inc. Bolton.