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# Learning and teaching forum: classroom management

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## Pair discussion

- ◇ What issues with student behaviour have you noticed in your classrooms?
- ◇ Share the results of your discussion: [PollEv.com/leadjess](https://PollEv.com/leadjess)

# What issues have you experienced with student behaviour in the classroom?

# Why do we need to manage our classrooms?

- ◇ Create and hold a space for everyone to engage, achieve, and enjoy themselves (including you...!)
- ◇ Maximise motivation/ potential for learning
- ◇ Address challenging or disruptive behaviours
- ◇ Resolve difficult situations when they occur

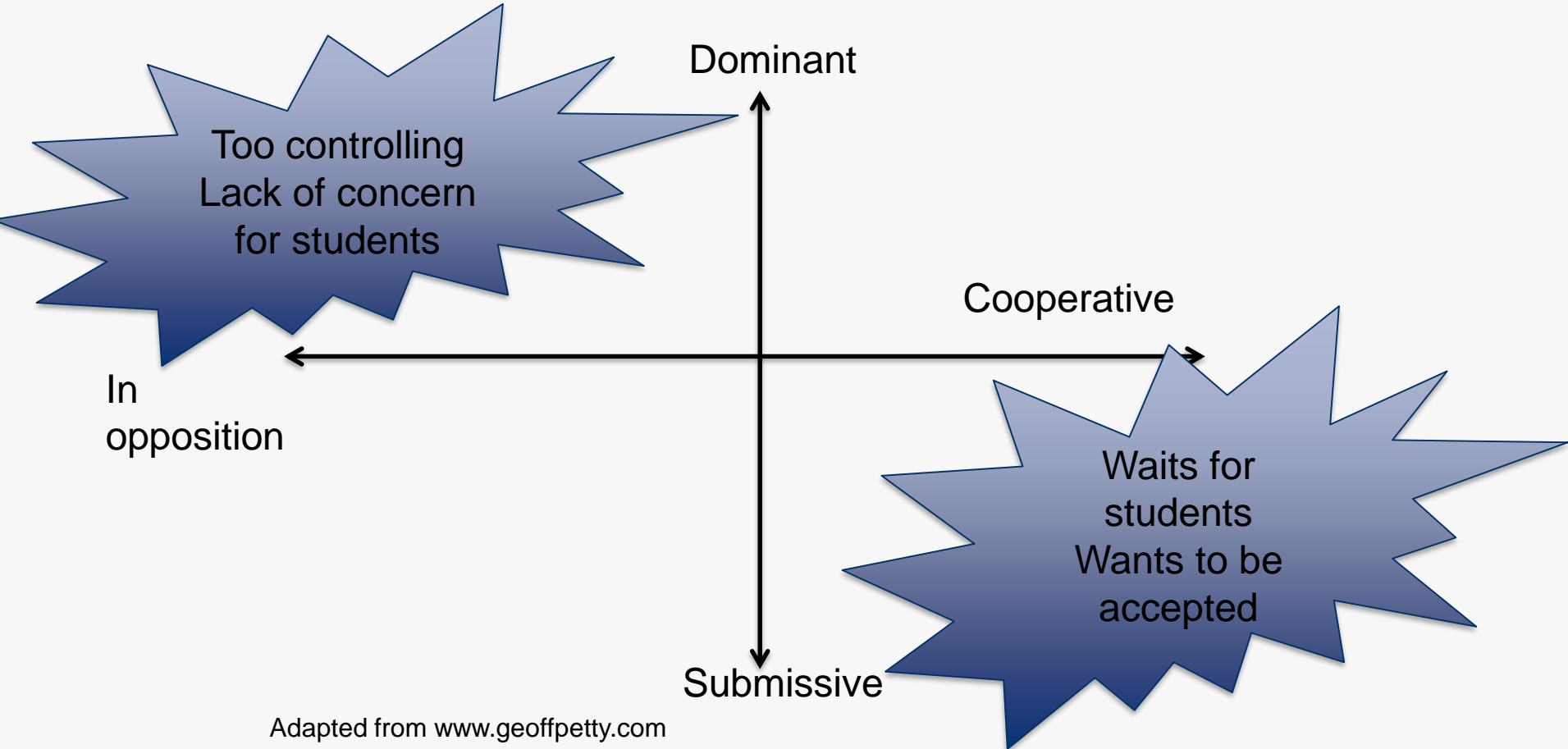
# Why might our strategies differ?

- ◇ Our teaching personalities/ styles/ identities
- ◇ Relationship with students
- ◇ Types of students/ teaching methods

But:

- ◇ More '**immediacy behaviours**' (verbal and non-verbal signs of warmth and friendliness) = **less disruption** (Boice, 1998)

# Teacher – student relationships



# Small group discussions – case study scenarios

- ◇ Why might this happen?
- ◇ Have you experienced this?
- ◇ What did you/ might you do to resolve it? How effective might this be?

<https://padlet.com/drjess/class>



## Scenario 1

You have a series of students coming in late to the lesson despite having reminded students previously to be there on time. During the class the same students walk in and out of the class at intervals.





## Scenario 2

You have a group of students who at different intervals chat during the lesson and they do this both when you are talking and when their peers are talking. Their talking is disruptive to other students trying to listen.



## Scenario 3

You are in a lecture theatre with about 150 students and at the back is a group who are chatting and all looking at one laptop screen.



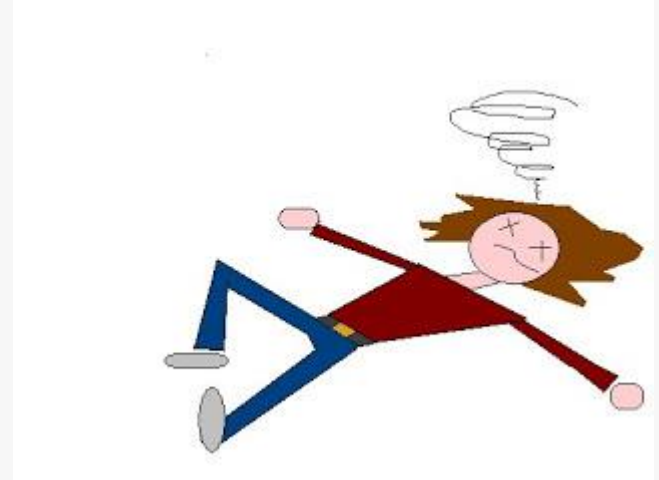
## Scenario 4

During a group activity, you notice that two students are making racist/sexist comments about the material (but which were not directed at any particular individual in the group).



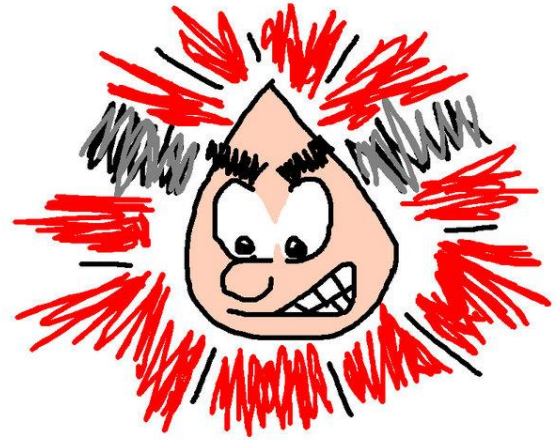
## Scenario 5

In a practical session, students in the group discretely draw your attention to the fact that one of the students appears to be drunk. They are apparently being disruptive and uncooperative in the group.



## Scenario 6

You have one student who always interrupts in the class and challenges what you are saying. How would you manage this?



## **Scenario 7**

You have a student who seems to contradict another student every time they answer a question or make a point. How would you manage this?



## Scenario 8

When you ask questions to the group, the same two students always answer at length. Some of the other students appear to spend most of the lesson looking at their laptop or phone.



# Classroom management advice

- ◇ Silence
- ◇ Moving around the room/ lecture theatre
- ◇ Compassionate attitude – reasons for behaviour (eg phone use)
- ◇ Get to know students where possible
- ◇ Explain reasons behind tasks/ agree expectations
- ◇ Positive reinforcements
- ◇ It's YOUR classroom



# Learned optimism - Seligman (2006)

- ◇ **A**dversity – everyday setbacks experienced when teaching
- ◇ **B**elief –interpretation – what you say to yourself
- ◇ **C**onsequence – the feelings you experience as a result of B
- ◇ **D**isputation – return to B - take a more objective view
- ◇ **E**nergisation – accept the disputation – reduce negative feelings and generation of positive energy to continue