

Class Management Techniques

Class Management Techniques are tools and strategies you can use with a class to accomplish different goals:

- Take attendance
- Monitor student understanding of key concepts
- Verify reading assignments or pre-work completed
- Engage students in a topic
- Activate prior learning
- Encourage discussion
- Promote student reflection
- Foster meta-cognition



Guiding Questions

- What are different tools and strategies I can use to manage my class?
- How can I apply them in my classroom?
- What adaptations can I use for my online classroom?
- Where can I go to learn more?

What's in this Handbook?

- [One Minute Paper](#)
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Class Management Techniques

One-Minute Paper

The One-Minute Paper is a simple technique for an instructor to use to assess students understanding or grasp of material. It can be used at the beginning, during, or at the end of the class. It can be used to:

- Promote student reflection
- Provide anonymous feedback to instructor
- Act as a review of prior learning
- Promote reflection and stimulate discussion
- Actively engage all students in the process
- Can be used to promote attendance, encourage punctuality, and encourage students to stay the entire class depending on when it is used

Application

1. Ask students to prepare paper and pen/pencil.
2. Pose one or more questions.
3. Have students write for one minute.
4. Collect papers.

Questions Used as One-Minute Paper Prompts (Cuseo, n.d.)

- **Interest:**
 - Without looking at your notes, what was most memorable or stands out in your mind about today's class?
 - What was the most surprising and/or unexpected idea expressed in today's discussion?
 - Looking back at your notes, what would you say was the most stimulating idea discussed in today's class?
 - For you, what interesting questions remain unanswered about today's topic?
- **Relevance:**
 - In your opinion, what was the most useful idea discussed in today's class?
 - During today's class, what idea(s) struck you as things you could or should put into practice?
 - What example or illustration cited in today's class could you relate to the most?
- **Attitudes/Opinions:**
 - Would you agree or disagree with this statement: . . .? Why?
 - What was the most persuasive or convincing argument (or counterargument) that you heard expressed in today's discussion?
 - Was there a position taken in today's class that you strongly disagreed with, or found to be disturbing and unsettling?
 - What idea expressed in today's class strongly affected or influenced your personal opinions, viewpoints, or values?
- **Analysis:**
 - What did you perceive to be the major purpose or objective of today's class?
 - What do you think was the most important point or central concept communicated during today's presentation?
- **Conceptual Connections:**
 - What relationship did you see between today's topic and other topics previously covered in this course?
 - What was discussed in class today that seemed to connect with what you are learning or have learned in other course(s)?
 - What was the muddiest or most confusing topic covered today?

Online Variation

Post a forum at the beginning or end of a unit/module. Post your question and have students respond to the post. Restrict the forum so students must respond to the forum before seeing others' responses. You could also prompt students in virtual session and have them chat in their response.



MORE INFORMATION

The full article by Joe Cuseo, Marymount College, used as a reference for this topic. <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

Class Management Techniques

Focused Listing

A Focused Listing asks students to recall ideas and experience related to a specific topic. Students are given the topic, and then asked to list terms or ideas related to that topic. It can be done individually or as a group activity. It can be used to:

- Active prior learning
- Assess comprehension or familiarity with facts, ideas, knowledge, or skills
- Brainstorm ideas
- Introduce a topic
- Learn terms and facts of this subject
- Improve listening skills
- Summarize key points of a lesson

Application

1. Ask students to prepare paper and pen/pencil.
2. Pose topic. Have students write topic at top of paper.
3. Have students write for 2-3 minutes.
4. Collect papers or discuss in class.

Variations

- Have students compare their lists to your list.

Example of Focused List on Light Reflection (Clark):

Reflection of Light

light bounces off things

light goes in different directions

light goes in straight lines

mirrors

water reflects light

bike reflectors

light waves

sunburn from reflection of water

Online Variation

Post a forum at the beginning or end of a unit/module. Post your question and have students respond to the post. Restrict the forum so students must respond to the forum before seeing others' responses. This could also be used in Ice-Breaker discussion.



MORE INFORMATION & REFERENCES

What is Focused Listing?

<https://k12teacherstaffdevelopment.com/tlb/what-is-focused-listing/>

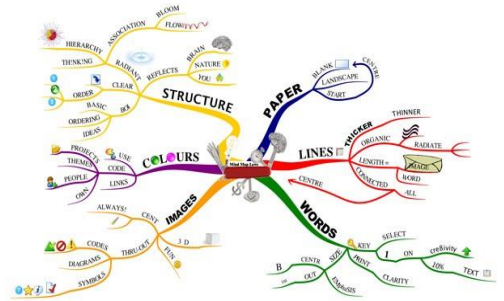
Class Management Techniques

Mind Mapping

A mind map is a visual way to organize information. Mind maps can be used for:

Brainstorming

- Taking notes
- Generating, visualizing, structuring, and classifying ideas
- Problem solving
- Demonstrating Prior Learning



Mind Map Guidelines (Wikipedia)

Buzan suggests the following guidelines for creating mind maps:

1. Start in the center with an image of the topic, using at least 3 colors.
2. Use images, symbols, codes, and dimensions throughout your mind map.
3. Select key words and print using upper or lower case letters.
4. Each word/image is best alone and sitting on its own line.
5. The lines should be connected, starting from the central image. The lines become thinner as they radiate out from the center.
6. Make the lines the same length as the word/image they support.
7. Use multiple colors throughout the mind map, for visual stimulation and also for encoding or grouping.
8. Develop your own personal style of mind mapping.
9. Use emphasis and show associations in your mind map.
10. Keep the mind map clear by using radial hierarchy or outlines to embrace your branches.

Application

- Use to assess your student's prior knowledge at the beginning of a course.
- Use as a small group activity to reinforce key concepts.
- Use as a reflective activity at the end of class or unit.

Online Variation

Have students develop a mind map using one of the free online tools. Have students share their maps by posting a link in a discussion board. (Example: <https://bubbl.us/>)



MORE INFORMATION & REFERENCES

Mind Map

https://en.wikipedia.org/wiki/Mind_map

Class Management Techniques

Concept Mapping

According to Novak & Canas (2008), “Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts.”

In a concept map, the emphasis is on the ideas, and the **relationships** between them.

Concept maps can be used for (Wikipedia):

- Taking notes
- Summarizing key concepts and their relationships
- Collaborative knowledge modeling and transfer of expert knowledge
- Advanced organizer for a course, unit, or module
- Assessing learning understanding

How to Build a Concept Map

1. Start with a main idea, topic, or issue to focus on.
2. Identify key concepts.
3. Connect the concepts. Describe each relationship.

Application

- Use to assess your student’s prior knowledge at the beginning of a course.
- Use as a small group activity to reinforce key concepts.
- Use as a reflective activity at the end of class or unit.

Online Variation

Have students develop a concept map using one of the free online tools. Have students share their maps by posting a link in a discussion board.

(Example: <https://www.lucidchart.com/pages/examples/concept-maps>)

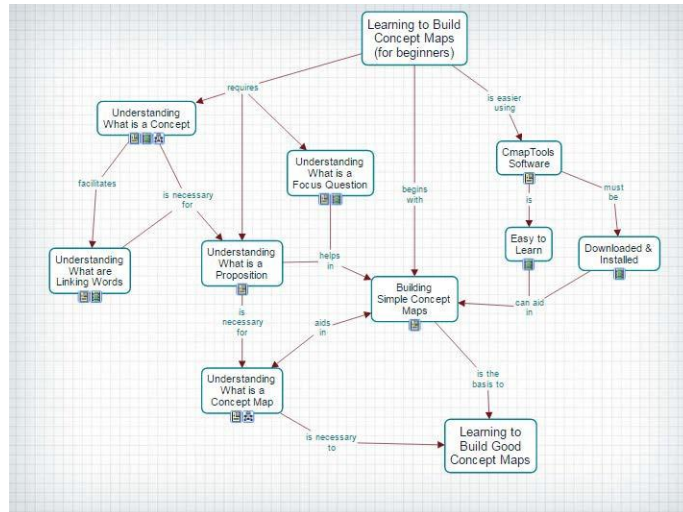


Image from: <http://cmap.ihmc.us/docs/learn.php>



MORE INFORMATION & REFERENCES

Cmap

<http://cmap.ihmc.us/>

<http://cmap.ihmc.us/docs/theory-of-concept-maps.php> (Novak & Canas, 2008)

Concept Map

https://en.wikipedia.org/wiki/Concept_map

Class Management Techniques

Fishbowl

A fishbowl is a technique for engaging a large group in a conversation. It typically involves a small group (5-8) seated in a circle and having a conversation in full view of the larger group of listeners.



Image from: <http://www.fes-globalization.org/events/wsf2013.htm>

Fishbowls are useful for:

- Discussing a “hot” topic
- Providing transparency to management thinking processes
- Sharing ideas from a variety of perspectives

Method

1. Set up the space:
 - a. Place a few chairs in an inner circle – visible to entire group
 - b. Group is positioned in circles around the inner group
 - c. Allow easy access to inner circle
2. Invite representatives into the inner circle.
3. Explain to group how process will work.
4. Ask a provocative question, and ask representatives to comment.

Variation

- Assign a scribe to capture ideas on an easel.
- Adopt an open circle. In this variation, the audience can join the inner circle as desired.

Application

- Use as an alternative to a debate
- Use as a substitute for panel discussion
- Use to foster participation
- Use to address controversial topics

Online Variation

In a virtual session, appoint a small group to start the conversation, and then tag them out for another small group.



MORE INFORMATION & REFERENCES

Fishbowl

[https://en.wikipedia.org/wiki/Fishbowl_\(conversation\)](https://en.wikipedia.org/wiki/Fishbowl_(conversation))

Class Management Techniques

Jigsaw

A Jigsaw is a cooperative learning strategy designed to help students construct their own learning. Students are assigned to groups. Each group works on one aspect, or one puzzle piece, of the bigger problem. The groups then come back together to construct the bigger picture.

The Jigsaw can be used to:

- Cover a range of related topics

Method

1. Divide students into 5-6 person jigsaw groups
2. Assign each group a topic related to the bigger whole.
3. Students research topic.
4. Each group reports back on group topic.
5. Topics are synthesized into the bigger picture.
6. Session is summarized.

Application

- Use as an alternative to lecturing on a complex topic

Online Variation

1. Divide students into 5-6 person jigsaw groups
2. Assign each group a topic related to the bigger whole.
3. Students research topic.
4. Each group reports back on group topic by posting results to a discussion forum.
5. Students review results online.
6. Meet in a virtual class session (Zoom, Lync, etc.).
7. Topics are synthesized into the bigger picture.
8. Session is summarized.



Image from: <http://www.kstoolkit.org/jigsaw>



MORE INFORMATION & REFERENCES

Class Management Techniques

Think-Pair-Share

Think-Pair-Share is a collaborative learning technique. Students are prompted to Think about topic, Pair with a classmate and discuss, and then Share insights with the entire class.

Think-Pair-Share can be used to:

- Encourage class-wide participation
- Informally assess student understanding

Method

1. Introduce topic.
2. Have students consider topic – 2-3 minutes. They may want to make notes.
3. Have students pair with each other and discuss – 2-3 minutes.
4. Have individual pairs share their insights.

Application

- Use this technique when you want all students to think about and discuss a topic.
- Use at the beginning of a topic to active prior learning.

Online Variation

1. Have students get together in pairs. Pairs can be assigned by the instructor, or a sign-up sheet can be developed using an online editing tool such as Google Docs or Office 365.
2. Students complete activity.
3. Students share with partner.
4. Students submit a short reflection to the instructor summarizing the experience. Alternatively, students can summarize their experience in a discussion board.



Think



Pair



Share

Image from:

<https://www.pinterest.com/explore/think-pair-share/>



MORE INFORMATION & REFERENCES

Using the Think-Pair-Share Technique

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>

Think-Pair-Share

<http://serc.carleton.edu/introgeo/interactive/tpshare.html>

Class Management Techniques

Roundtable

The Roundtable is cooperative learning strategy designed to provide comprehensive coverage of a topic.

The Roundtable can be used:

- Active prior learning
- Summarize a topic
- Stimulate brainstorming



Image from: <http://www.asu-sant.asn.au/asu-news/asu-local-government-roundtable>

Method

1. Break students into groups. The size of the group depends on the number of ideas/solutions associated with the topic.
2. Each group uses one piece of paper and pen/pencil.
3. The topic or issue is presented to the groups.
4. The first person of the group writes down her or her response.
5. The paper is passed to the next person in the group. They write down a new response.
6. The process continues until everyone in the group has contributed.
7. The instructor recaps the findings of all the groups.

Application

- Use at the beginning of a topic to active prior learning.
- Use at the end of a topic to summarize.

Online Variation

1. Break students into groups. The size of the group depends on the number of ideas/solutions associated with the topic.
2. Each group uses one discussion forum.
3. The topic or issue is presented to the groups.
4. The first person of the group posts her or her response.
5. The next person in the group posts a new response.
6. The process continues until everyone in the group has contributed.
7. The instructor recaps the findings of all the groups.



MORE INFORMATION & REFERENCES

Collaborative Learning Structures and Techniques
<http://www.gdrc.org/kmgmt/c-learn/methods.html>

Class Management Techniques

Peer Evaluation

Peer evaluation is a process where students evaluate each other's work. Peer evaluation can be used:

- Encourage meta-cognition in students
- Broaden student understanding and experience
- Promote higher-order thinking skills



Image from:
<https://isit.arts.ubc.ca/peer-evaluation-and-review/>

Method

1. Identify opportunities for peer evaluation.
2. Provide adequate support:
 - a. Rationale for using peer evaluation
 - b. Rubric or checklist
 - c. Model expected behavior
 - d. Advocate for positive encouragement
 - e. Provide feedback form
3. Explain logistics:
 - a. How to establish pairs or groups
 - b. Effect on grading
 - c. How to communicate results
4. Conduct peer evaluations.
5. Review results.

Application

- On a large assignment, have students conduct a peer evaluation as a step before submitting the final assignment.
- On a smaller assignment, use peer evaluation in lieu of an instructor-graded assignment.

Online Variation

1. Have students get together in pairs. Pairs can be assigned by the instructor, or a sign-up sheet can be developed using an online editing tool such as Google Docs or Office 365.
2. Students complete activity.
3. Students share with partner.
4. Students share review with partner and submit review of partner as assignment.



MORE INFORMATION & REFERENCES

Peer Assessment

https://en.wikipedia.org/wiki/Peer_assessment

Class Management Techniques

Discussion Forums

Discussion forums are versatile tool and can be used in a variety of ways beyond the typical topical discussion.

General Issues & Questions

Adding a General Issues & Questions forum provides students with a means to communicate questions to the instructor and provides a forum for sharing the answers to those questions to the rest of the class.

Open Discussions

In classes where students work independently, such as Accounting, the class may benefit from using Open Discussions. In this case, a discussion forum is added to each unit or module. The students can participate as needed.

Assignment Discussions

In some cases, you may want to discuss an assignment, but only after the assignment has been completed. Most Learning Management Systems have the ability to set rules or conditions for release. For this type of discussion, a rule would be set to hide the discussion until after the student has submitted the assignment.

Student Presentations

To showcase student work, one option is to create a discussion for each student. The student posts their work in the first post and their classmates provide critiques, give feedback, and ask questions. The student moderates the discussion and responds to their peer's questions.



Image from:

<https://www.acaud.com.au/news/acaud-member-discussion-forum>

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Class Management Techniques

Quizzes

There are several different ways you can quizzes in an online course.

Ungraded Quiz

Set up a quiz that is ungraded. Students respond based on their readings. Short answer questions are most effective.

Using a Test Bank

Many publishers provide a test bank to accompany a textbook. The quality of the questions can vary, and many instructors prefer to create their own tests. However, the test bank can be used by the students for formative assessment. This is most effective when some points are given for this activity.



Image from:

<http://www.techworld.com/picture-gallery/e-commerce/techworld-daily-bytes-11-december-2015-big-friday-quiz-3631725/>

(©2016 IDG UK)

1. Download the test bank from the publisher.
2. Import the questions into your learning management system either directly or using a tool like Respondus.
3. Set up the quizzes to randomly pull 10-15 questions from the test bank.
4. Allow the students to take the quiz as often as they like. Each time they take the quiz, they'll get new questions.
5. Students receive the grade for the highest score.

Experience has shown that students will take these quizzes repeatedly simply to gain one extra point.

Provide feedback

Online quizzes allow you to post feedback for a question and for specific answers. If you allow students to see their graded quizzes, they can use this feedback to gain a better understanding of why a response was wrong.



REFLECTION

- What tools or strategies have you learned today?
- Which tools or strategies might work in your classes?
- Where can you go for more information?