

# Assignment Name: Class Room Management

CSE-0318 Summer 2021

Shubho chandra shil(UG02-48-18-021)  
Department of Computer Science and Engineering  
State University of Bangladesh (SUB)  
Dhaka, Bangladesh  
email: shubho.sarker12@gmail.com

**Abstract**—Classroom management is one of the most difficult aspects of teaching. This literature review discusses the themes that reoccur in the body of literature including preventing undesirable behavior, developing intervention strategies, creating a curriculum with clear expectations, and building a student-centered classroom.

n

**Index Terms**—HTML,CSS,Java Script,

## I. INTRODUCTION

Classroom management is a collection of techniques that teachers use to encourage effective learning by minimizing distractions and disruptions. Classroom management can often be a neglected part of a teacher's training. Even if classroom management is covered in a teacher-training course, new teachers may not be prepared to deal with all the real-life challenges of the classroom. A teacher can have great lesson plans and materials.

## II. LITERATURE REVIEW

Reese explains that commendation is vital because it establishes respect between the teacher and students. Reese describes how praising even the smallest positive behavior can create a "ripple effect" of desirable behavior in the classroom. The author also advocates direct, private communication as an efficient way to prevent a student's misbehavior from escalating. Reese advises teachers to communicate how they will behave in a particular circumstance to allow students to make their own choices. Proximity and eye contact are other communication strategies that the author sees as effective. Standing near the students or giving them a glance for a few seconds can direct them back on task. The third C, consistency, involves establishing basic routines and procedures in the classroom so that the teacher can guide, rather than control, instruction. Reese explains how the lack of procedures and routines leads to many problems in the classroom. Reese advises teachers to take time during class to rehearse these procedures and routines as they will prevent problems and save time in the school year. Lastly, Reese discusses the importance of challenging content in teacher's lessons. The more the students are engaged in learning, the author claims, the less likely they will want to cause problems.

## III. CONCLUSION

Teaching is not just about knowing content and methodology. It's about finding ways to connect with students and helping them to grow and develop curiosity and a love for learning. Skilled teachers develop ways to do this in order to create the best classroom environment possible. Of course, classroom norms vary from culture to culture and context to context, so all teachers must consider how to put these elements into practice in ways that work for them and their students.

## IV. CONCLUSION AND FUTURE WORK

New technology always brings with it new discipline challenges. The manifestations of cyberbullying, academic dishonesty, and misuse of resources take different forms as new tools are introduced. It's in the nature of youth to find ways around the rules. It's critical that educators stay abreast of each new tool and its potential benefits and challenges so that they can be proactive in limiting student misbehavior.

It seems clear that classroom management in the future will become far less of a nemesis to teachers than it is right now. But teachers will need to keep up with these tools to use them efficiently.

## ACKNOWLEDGMENT

I would like to thank my honourable **Khan Md. Hasib Sir** for his time, generosity and critical insights into this project.

## REFERENCES

- [1] Armstrong, D. A. (1976). Equipping Student-Teachers to Deal with Classroom Control Problems. *High School Journal*, 60, 1-9.
- [2] Clement, M. C. (1999, October). Student teachers' perceptions of their preparedness for classroom management. Paper presented at the meeting of the Georgia Association of Teacher Educators, Savannah, GA.
- [3] Clement, M. C. (2000). Building the best faculty: Strategies for hiring and supporting new teachers. Lanham, MD: Scarecrow Press/Technomic Books.
- [4] Clement, M. C. (2002, Summer). What Cooperating Teachers are Teaching Student Teachers about Classroom Management. *The Teacher Educator*, 38(1), 47-62.
- [5] Goethals, M. S. Howard, R. A. (2000). Student teaching: A process approach to reflective practice. Upper Saddle River, NJ: Merrill.
- [6] Gordon, C., Arthur, M., Butterfield, N. (1996). Promoting positive behavior: An Australian guide to classroom management. South Melbourne: Thomas Nelson.
- [7] Guyton, E. McIntyre, D. J. (1990). Student teaching and school experiences. In W. Robert Houston's (Ed.), *Handbook of research on teacher education* (pp.514- 534). New York: MacMillan