

# Classroom Management Techniques

*How to teach in a computer lab*



## Top Tips

1. Do NOT let kids get ahead.
  - a. Students getting ahead are much worse than students who lag behind
2. You can teach a minimal amount of technology and still have a successful technology lesson plan.
  - a. Teach the basics of the program and they'll figure out the rest
3. Have a backup plan.
  - a. What happens if the computers don't work? What if the software isn't installed?
  - b. Pair your students in advance and if one of the computers doesn't work that student can finish the project with their partner.
4. Plan for some kids to finish early and plan for others to lag behind.
  - a. Educational websites are a good way to keep students from being bored when they finish early ([www.atsolutions.info/classfiles.asp](http://www.atsolutions.info/classfiles.asp) has some good examples)
  - b. Keep a log of where each student is in their project
5. Know ahead of time where kids will be saving to and how this can be accomplished.

## Teaching technology to kids

1. Teaching technology for the 1<sup>st</sup> time? Be a  **jerk!**
  - a. You **must** keep your kids together if you want to stay sane
  - b. Don't let them get ahead, even if they seem to know what they are doing
  - c. State this rule early in the class and make sure they know it
2. Start out small, not slow – the kids pick this up extremely quickly
  - a. PowerPoint – Assign 1 to 3 slides on your first project
  - b. Word/Excel – Teach in small sections of the program
  - c. Show examples of what you are looking for
  - d. Demo the lesson for your students on a computer in your room before going to the lab
3. **The more work kids can do away from the computer the better off you'll be**
  - a. Any text should be pre-written and ready to be typed into the computer
  - b. Research as much as you can before getting on the computer
  - c. PowerPoint - If the kids are expected to create more than a couple slides have them storyboard their presentations (see page 5)
    - i. Storyboards may include pictures, text, movies, etc. for each slide
    - ii. This same concept could be applied to Word if you're having students create newsletters, flyers, etc.
4. If you or your kids are technologically challenged you may prefer to start from a template
5. Have progress checkpoints laid out early
  - a. "By the end of today you should have this much completed. By next week you should have that much completed."
6. Make sure they know that their grade is based on content more than fluff
  - a. Give them a rubric so they know what is important (see page 6)
7. Incorporate extra time into your lesson plans for unforeseen problems
8. Have exercises ready for kids who get ahead or have the early finishers help slower students
  - a. Find grade level appropriate exercises at [www.atsolutions.info/classfiles.asp](http://www.atsolutions.info/classfiles.asp)
9. It often helps to create a couple student "Subject Matter Experts" who can help answer questions
  - a. Sometimes you can borrow a student from a higher grade level
10. Don't be afraid to learn from your students!!
  - a. Let them teach each other as well

## ***Using a computer lab***

1. Give your kids a set of rules
  - a. Don't get ahead
  - b. Stop, look and listen
    - i. With this rule, have the kids put BOTH hands on top of their monitor
  - c. Raise your hand for help; or even better give them something to put on their monitor when they have a question
  - d. **Don't print without permission**
    - i. Don't hit the print button more than twice
  - e. Don't change the Desktop, screensaver, rename other people's files, etc.
  - f. No playing games
2. Thirty computers in your lab? Yeah right!
  - a. Assign each student a seat/computer to use
    - i. You may need to number the lab computers
  - b. Always assume a couple of the computers won't work
  - c. Consider grouping students before you get in the lab so they can share computers if need be
  - d. Put the tech-savvy kids next to those who will need the most help so they can assist each other
3. Do your kids need to save? Where will they save to?
  - a. Save to a network folder? Save to a folder on the Desktop? Save to a floppy disk?
  - b. You (as a teacher) should know how to do this before you get to the lab
4. Keep track of how far your students get in the lesson
  - a. They won't all finish at the same time
  - b. Create a form that tracks where kids are in the lesson plan (see page 4)
  - c. Maybe they can complete the project in your room instead of the lab
5. Set routines:
  - a. As soon as you enter the lab, take your seat and login
  - b. Do 10 minutes of typing practice each week
  - c. At the end of the period: save your work, exit out of your programs, and log off
6. Give students 10-minute and 5-minute warnings, which will allow them some control over how they use the final minutes

## ***No lab? Working in the 1 computer classroom***

Having a computer in your classroom is boon to teachers. You can use it as an administrative tool to write letters, create a grade book, generate tests, and send email. It can also be used as a presentation tool to show educational movies, PowerPoint presentations, primary source material (see [www.loc.gov](http://www.loc.gov) for the Library of Congress website), and play games (like Jeopardy).

However, using a single computer as a student tool takes a little creativity. How can you expect 30 students to use 1 computer? Here are a few ideas:

1. Use the computer as a workstation
  - a. Break your students into groups (1 group per workstation)
  - b. Workstations could include: research center (encyclopedias and books), art center, writing center, brainstorming center (white board is good for this), and the computer. The computer is just one more station for your kids to work at.
2. Set up a schedule, so that students are assigned a 20 minute period each week to complete their in-class computer assignment
  - a. \*Avoid using the computer as a reward! Some of your students who need the computer most may not get the chance to use it
  - b. \*\*Emphasize the importance of preplanning so that time on the computer is efficiently used

3. Use it as a research center during work time
  - a. Use the Internet and/or encyclopedias on CD-Rom
4. Complete activities that were begun in the computer lab
5. Create "computer chains" where students work on a class project
  - a. For this example think creative writing where you have your class create a story where each kid makes up a sentence that follows the sentence before. The students then use the computer to create a PowerPoint slide to go along with their sentence.
6. Computer as a data-entry center – i.e. visual learning
  - a. Students can enter the data they receive from surveys or experiments and see how it graphs in an Excel spreadsheet
7. Reinforcement – students enter data for quizzes and games
  - a. The Jeopardy game is great for assessing student learning; however you can also have your kids come up with the questions themselves
    - i. This saves you time (you don't have to think of all the questions) and makes kids think critically about the subject matter
8. Communicate with an expert
  - a. Chat or email with professionals in the subject you are studying
    - i. Go to [www.askanexpert.com](http://www.askanexpert.com) for more ideas
  - b. Email an historical figure
    - i. Have kids email questions to "George Washington" and you or a parent helper can send them a response in character
9. Use the computer as a student publishing tool
  - a. Have students create signs, flyers, and newsletters for their projects
  - b. If you use Microsoft Publisher this is a relatively quick and easy process
10. Share computers with other teachers
  - a. Combine the computers from multiple classrooms to make your own mini-lab



### ***What can I do to make my life easier?***

1. Practice the project ahead of time and see where you get stuck
  - a. Search for images on the Internet *before* getting into a classroom with students
2. Take screenshots to help your kids through the steps
  - a. PC – Use the **Print Screen** button to take a picture of the entire screen, use **Alt+Print Screen** to take a picture of the active window. You then need to **Paste** that picture into Word (or some other program).
  - b. Purchase a program like SnagIt ([www.techsmith.com](http://www.techsmith.com)) to take your screenshots
    - i. They have a free trial version that you can download
    - ii. Allows you to take pictures of buttons, toolbars, menus, windows, etc.
3. Be strict. Kids have a tendency to see computers as games and will take advantage of you if you're not on top of them.
  - a. If the rules are spelled out for them with some fairly harsh consequences, then you should be able to avoid minor attitude problems
4. If kids work at home, they should bring in their projects **BEFORE THE DUE DATE**
  - a. Sometimes email attachments or CD-Rom's don't include everything you think they will

## Student Progress

Student	Text Written	Slide(s) Created	Pictures Added	Other
1.				
2.				
3.				
4.				
5.				
6.				
7.				
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27.				
28.				
29.				
30.				

# PowerPoint Storyboard

**Slide #1**

Words/Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Slide #2**

Words/Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Slide #3**

Words/Narration \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Slide #4**

Words/Narration \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# PowerPoint Presentation Rubric

Your PowerPoint presentation will be graded in the following manner:

	Exemplary	Good	Satisfactory	Needs Improvement	Student's Score (Peer Evaluation)	Teacher's Score
<b>Organization</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>		
	Presents findings and conclusions in an organized manner.	Presents findings and conclusions with some degree of organization.	Information and graphics are placed haphazardly on the page.	The presentation is disorganized.		
<b>Persuasiveness</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>		
	Makes a dramatic and compelling argument.	Shows some effort to persuade the audience.	Shows little evidence of persuasion.	The presentation is not at all persuasive.		
<b>Content</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>10</b>		
	Uses at least <b>2</b> examples on each slide to back up their argument.	Uses at least <b>1</b> example (4 altogether) on each slide to back up their argument.	Uses <b>less than 4</b> examples in the entire presentation to back up their argument.	Doesn't use any examples to back up their argument.		
<b>Presentation</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>		
	Presentation includes at least 4 slides with graphics and sounds. All slides have transitions and effects that work. Backgrounds look good with chosen font styles & color	Presentation includes at least 3 slides with graphics. Transitions and effects work in only some of the slides. Backgrounds look good with chosen font styles and color.	Presentation includes at least 2 slides. Few if any transitions and effects are placed on slides. Backgrounds clash with font color and styles.	Presentation includes one or no slides. No transitions and effects are placed on slides. No backgrounds were chosen to go on the slide.		
<b>Total</b>						