



Bulletin de la documentation collégiale

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College documentation bulletin

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Class Management

Selection of resources and writing:

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If you consider a student who begins testing her teacher's limits from the first class or a teacher who must present guidelines for the proper functioning of class activities and have the students follow them, class management is an issue at the college level just as it is at the primary and secondary levels. This edition of the College Documentation Bulletin therefore addresses the theme of class management. The title could just as well have been: how to discover, maintain or rediscover your love for teaching through the prevention of disruptive behaviour!

This Bulletin will begin with a brief background of the particularities of college clientele, then introduce the main documents related to the theme of college class management published in the network. It will also present lines of thought and practical examples from the primary and secondary levels and propose other interesting readings to further your own reflections and generate discussions with colleagues.

Happy reading!

1. Class management... what are we referring to?

Usually, a new teacher arrives at the college level with the belief that he will be sharing his professional passion with young adults who are motivated, interested and interesting,

and who wish to pursue university studies or develop a technical expertise to enter the job market. The reasoning in his mind is as follows: these students have chosen to come to cegep and they all wish to learn and succeed. "I don't teach at the secondary level so they are in no way obligated to come to my class". So when, during the very first class, a student approaches the teacher prior to the beginning of class and asks if the course will finish earlier so that he can plan his commute, the teacher realizes that students are already starting to gage his "flexibility", his "permissiveness"... He quickly realizes that he has not planned everything based on the possible requests that he will be receiving throughout the term concerning assignments, readings, exercises, student assessments, exams, guidelines and teamwork. To ensure a climate that is conducive to learning, the teacher will also have to think about the times when the class begins, the duration of breaks, class outings, overseeing the usage of computers, cell phones and equipment, seeing to the upkeep of material, the cleaning of the laboratory, etc.

Teachers often wonder if the content of their course or the exercises they have prepared will interest students or whether their teaching will lead to inappropriate behaviour. Is it really necessary for a teacher to manage the class at the college level? It is often believed that, at this level, it is no longer necessary to discipline and each teacher wonders if they are the only ones who have to intervene in class. Several teachers find it delicate, even difficult, to intervene when faced with disruptive behaviour or tensions that oppose them to some students or when confronted with conflicts within the group of students.

To intervene effectively, the teacher must first identify the characteristics of situations that cause disruptive behaviour. In addition, he must identify his own capacity to intervene so as to choose the best methods to prevent these situations.

It seems that some situations of confrontation and potential conflicts are inherent to college. At this age, students are going through a demanding stage of life; the passage from adolescence to adulthood implies many choices that are not easy to make. Some will alternate between the behaviours attributable to adolescence and those expected from an adult. A teacher at the college level who expects that a 17-year-old's intolerance, frustration and notion of immediate gratification will be replaced by the desire to gain knowledge, develop practical skills and mature people skills, will often be disappointed.

In literature, an increase in teenage behaviour has been observed in some students who resist adapting to the requirements of a college-level education. The impact of greater parental and societal permissiveness on the education of children has also been pondered. The main impact is measured by the requests and behaviours that tend to test boundaries, procedures of syllabuses, etc. Finally, it has been noted that the student clientele is changing according to the generations despite the constancy of some behaviours associated with the passage from adolescence to adulthood.

Solid knowledge of the characteristics of the college-level clientele and the passage from adolescence to adulthood will enable teachers to better reflect on their teaching and deal with student behaviour. Reading insightful texts on the subject may help teachers to properly identify the possible characteristics and behaviours of their students. The following are a few suggestions of readings. Some references may seem outdated given their year of publication, however they contain some elements that are still valid today.

2. The students' profile

The following are a few documents that deal with the profile of students aged 17 to 25.

Génération C, CEFRIO (Centre francophone d'informatisation des organisations).

Held in October 2009, this conference concerns the use of new technologies for 12-24 year-olds. On this site, you will find the results of a research study that yielded interesting data, including the categories of Web users and the different behaviours of young people on the Web, based on gender. The findings of this research study would be useful for teachers who want to integrate ICT to their teaching, or who want to find out more about the expectations of some students with regard to ICT usage.

GOULET, J.P. De la discipline... à la discipline, *Pédagogie collégiale*, vol. 6, No. 3, March 1993, pp. 8-9.

This text (written in 1993...) describes the feelings of many teachers who believe they must define certain rules and intervene more often in the classroom because they are faced with an increase in disruptive behaviour.

BELLEAU, Jacques. Si je prends l'escalier au lieu de l'ascenseur, ça compte-tu? ou le collégien : élément d'un portrait, *Pédagogie collégiale*, vol. 15, No. 1, October 2001, pp. 16-20.

The author addresses different characteristics of college students' profile. Among other subjects, he deals with the language used by students and their methods of communication, the immediacy in satisfying needs and the search for the easy way out. Written in 2001, this text remains current. We can still be inspired by it to better understand the requests, behaviours and attitudes of the students of today.

LAMARCHE, C. Gérer l'éternel triangle. Laval, Beauchemin, 1994, 173 p.

This work on the profile of teenagers describes the characteristics of this stage of life full of changes and its impacts on educational paths and behaviours in the classroom. In the first part, the author describes 16-year-olds at the end of high school. In the second part, he proposes elements that are important to create a good climate in the classroom: the definition of rules, consistency in applying these rules, the importance of maximizing the time when students are active, what to do with a negative leader, students' expectations of their teacher, etc. In this work, the teacher will find a few different explanations to better understand the behaviours of students in the classroom. **[Contact us to borrow this book at CDC: [720914](#)]**

ROY, Claude. [L'étudiant et moi : le film](#), *Pédagogie collégiale*, vol. 4, No. 3, February 1991, pp. 30-33.

A teacher in philosophy, the author denounces the disrespectful and disruptive behaviours of students in the classroom as well as during individual meetings. He cites some lines of thought to explain some of the more confrontational behaviours, such as the effect of television, the minimum of effort, magical thinking, changes in the teacher-student relationship, etc.

3. Taking action

How do you go about implementing certain rules that aim to ensure that a climate is conducive to learning? Has class management at the college level been the subject of research, articles, etc.? Where do you start researching information? The following list of references aims to orient interested teachers who wish to further their knowledge in the matter.

In large part, research on class management has been done at the primary and secondary levels. The usual frame of reference is a traditional, or classic, classroom in an urban environment. In this *Bulletin*, we have chosen to highlight texts written in French dealing with class management at the college level, or texts that are easily adaptable to the college context. The reader will therefore need to regard these resources critically and not expect miracle solutions or infallible formulas.

Early on in their career, teachers already know some principles of class management and determine the aspects that they want to improve upon. They must adapt proposed changes to their personality and to their own capacity to intervene or implement the various elements suggested for good class management. After having determined their own course of action, teachers will consult their colleagues to avoid becoming isolated by decisions or interventions that are contrary to their college's "culture".

Some authors include the following in class management: educational planning, teaching material, the subject taught, employee strategies, etc. [To obtain references on these subjects, please consult the CDC catalogue]. It is true that content planning, the logical order of concepts, exercises and strategies can foster interest or impede the climate, thereby affecting class management. However, **we will only be addressing class management from the viewpoint of dealing with behaviours through preventive measures, intervention processes and teaching methods.** The preferred viewpoint aims to keep the students active and responsible for the climate required for everyone to learn.

Reading suggestions

CÉGEP DE RIMOUSKI, Service de développement pédagogique. *Bulletin PÉDAGOTRUCS.*

[Dossier sur la gestion de classe](#), vol. 2, No. 2, September 2002.

In this issue, the authors define class management and explain why teachers must plan their class management by targeting two abilities: to structure and motivate. They describe various approaches (authoritarian, socio-emotional climate, social system, pedagogical system, etc.) and the expected behaviours with each approach. Finally, they emphasize the importance of three moments in the implementation of good class management, namely: the beginning of class, transitions and the end of class.

[Dossier sur l'intervention en gestion de classe](#), vol.7, No. 1, January 2008.

This text is inspired by a conference given by François Meloche in October 2007. It includes a multitude of real-life cases as well as proposed intervention strategies, in short, practical methods connected with three aspects of class management (relational, pedagogical and evaluative aspects), accessible to all teachers.

MELOCHE, F. [Prévenir pour mieux enseigner](#), *Bulletin Correspondance du CCDMD*, vol. 12, No. 1, September 2006, pp. 6-9.

In this article, the author describes the basic elements that a college teacher must master at the beginning of the term. The profile of the students and the teacher are presented as well as a classification of the disruptive behaviours most observed in the classroom based on the teacher's spheres of activity. The text continues with the preventive elements that must be implemented from the term's first classes. The article also proposes a way of calibrating the interventions if the student persists in behaving in a way already identified as inappropriate.

ROMANO, G. [La discipline en classe](#), *Pédagogie collégiale*, vol. 7, No 1, October 1993, pp. 8-9.

Reference material for class management at the college level. It was one of the first texts of the periodical *Pédagogie collégiale*, which clearly indicated the importance of dealing with disruptive behaviours at the college level. In it, the author specifies the elements on which the teacher must structure his class management, namely, class organization and supervision, rules, guidelines and procedures to be implemented and the ways to intervene in an efficient and calibrated manner.

MELOCHE, F. [La gestion des conflits en classe](#). Actes du 15e Colloque de l'AQPC, Rivière-du-Loup, June 7, 8 and 9, 1995.

In this workshop on class management, the lecturer invited participants to reflect to better understand students' behaviour in the classroom. He sought to identify the possible weaknesses in class management in order to plan and implement the preventive measures to remedy these weaknesses.

MISHRA, Arun K. [Dealing with Disruptive Classroom Behavior](#). Actes du Congrès Collèges Célébrations '92, Montréal, AQPC, 1992.

The author describes the content of workshops presented by the teachers of Red Deer College in Alberta. The purpose of the discussions was to identify and understand the behaviours that are disruptive in the classroom and establish possible intervention strategies. The classic elements to consider for better class management are cited, namely, clear rules, rapid intervention and the use of individual explanations with the problematic student to avoid unnecessary arguments in class. The disruptive behaviours identified at this college greatly resemble those observed here. We can therefore conclude that between Québec and Alberta, there is no distinct society as far as these behaviours are concerned!

The following are other inspiring texts from the primary and secondary levels of education.

Revue VIE PÉDAGOGIQUE, dossier : [La gestion de classe : jongler avec tout pour réussir avec tous](#), No. 119, April-May 2001.

This issue includes an important report on class management. It includes a questionnaire and an explanatory text enabling teachers to better identify their class management profile (CHOUINARD, Roch). Among other subjects, some articles deal with the history of class management from the last century to today (LUSIGNAN, Guy) and persistent myths among teachers with regard to this issue (CARON, Jacqueline).

CANTIN, Bob, commission scolaire des Affluents, 2005.

Rituals to create a reassuring environment in the classroom (10 minutes 47 seconds) **[In French]**

[How to forge quality ties with students?](#) (13 minutes 19 seconds) **[In French]**

These two video briefs, each about 10 minutes in length, are packed with tips to create a classroom climate conducive to learning and to establish an alliance with students.

GAUTHIER, C. et DESBIENS, J.-F. Mots de passe pour mieux enseigner. Sainte-Foy, Les Presses de l'Université Laval, 1999, 153 p.

This tool can be very useful as much because of its presentation in a question/answer format as for its simple treatment. In this text, there are only two main axes, namely, subject management and class management, but the text offers tools and solutions based on the progression of the teachers' answers to questions about their practice. **[Contact us to borrow this book at CDC: [722711](#)]**

LEGAULT, J. La gestion disciplinaire de la classe. Montréal, Les Éditions Logiques, 1993, 126 p.

The author presents an overview of various models of class management. This work stands out because of its simple and practical content; it is full of tools that can be adapted and used at the college level. He deals with various preventive aspects in the classroom such as the organization of the physical environment, the implementation of rules, the importance of preparation and the variation of teaching modes. This work is easy to consult and includes several practical applications. **[Contact us to borrow this book at CDC: [726172](#)]**

NAULT, Thérèse, L'enseignant et la gestion de la classe : comment se donner la liberté d'enseigner. Montréal, Les Éditions Logiques, 1994.

In this work, class management is presented with three major themes, namely: the organization of pedagogical situations, the organization of class functioning and control during teaching. It mostly gives examples related to teaching at the primary and secondary levels; however, some of the recommendations can easily be adapted to the situations experienced at the college level. For example, the importance of properly communicating the goals and content of the course, the variation in pedagogical activities, the use of the class space depending on the activities, transitions and time management, rules of conduct and the observation and rapid identification of disruptive behaviours. It also contains an interesting tool: the ICGC (*Inventaire de Comportements de Gestion de Classe: **inventory of class management behaviours***) grid that enables teachers to identify their command of behaviours that foster good class management. **[Contact us to borrow this book at CDC: [708716](#)]**

Studio technologique d'apprentissage du RÉCIT. [Outils de gestion de classe.](#)

Interactive Web Site that offers 16 shorts (Web Video). Nine (9) of them feature Bob Cantin, a secondary school teacher. **[In french]**

4. Going further

ARCHAMBAULT, J. et CHOUINARD, R. Vers une gestion éducative de la classe. Boucherville, Gaëtan Morin, 2003, 2nd ed. , 336 p.

This work reports on various class management situations at the primary and secondary levels. It gives a succinct presentation of the various lines of thought on class management. The authors define different variables that could also interest teachers at the college level, namely, establishing a context conducive to learning, the quality of teaching, transitions and supervision in class. A detailed bibliography is available to those who would like further references on class management.

[Contact us to borrow this book at CDC: [720379](#)]

CHARLES, C.M. La discipline en classe : de la réflexion à la pratique. Saint-Laurent, Les éditions du Renouveau Pédagogique, 1997, 349 p.

[Contact us to borrow this book at CDC: [722705](#)]

An interesting work for teachers who would like to find out about various (10) theoretical and practical models on class management. The author presents a synopsis of the main concepts and an analysis of each one. At the end of each chapter, there is a summary and review exercises. For teaching at the college level, particular attention could be paid to three models that are more relevant. They are the following articles:

Redl, F. and Wattenberg, W. The text presents classic roles and related behaviours that can be found in a group and various appropriate intervention techniques are suggested.

Kounin, J. The author describes the importance of an active pedagogy to minimize the onset of disruptive behaviours in the classroom. He strongly suggests keeping students active and planning the transitions between activities. In his opinion, teachers must show enthusiasm, diversify their teaching methods and ensure that the learning climate is pleasant in order to retain the students' interest.

Jones, F.H. This article emphasizes the importance of having an active physical presence in class (body and facial language, and manner). The author favours non-verbal interventions that have the effect of reducing their impact of the classroom's climate.

PROULX, J. Enseigner mieux. Trois-Rivières, Cégep de Trois-Rivières, 1993, 340 p. 702289

Chapter 25 of this work, titled: "*Gérer la discipline en classe*", is devoted to class management at the college level. For the author, to manage a class effectively, a teacher must be somewhere between being authoritarian and giving free rein; he calls this "third way": *the authority of cooperation*. He believes that the teacher has a power of influence and that he must use it to motivate his students to learn. This teacher-student cooperation must determine the desired climate to encourage learning in everyone. The

author then lists different practical tips, from establishing rules to various interventions that can be used when disruptive behaviours occur in the classroom (e.g., students who monopolize attention, students who talk constantly, the inaction of members of a team, etc.)

[Contact us to borrow this book at CDC: [702289](#)]

Numéro spécial de la REVUE DES SCIENCES DE L'ÉDUCATION: "La gestion de classe", vol. xxv, No. 3, 1999.

This issue is completely devoted to class management. It contains articles about class management with children in kindergarten, the challenges of class management at the secondary level, etc. The following text is particularly appropriate for the college level:

MARTINEAU, S., GAUTHIER, C. et DESBIENS, J.-E. "La gestion de la classe au cœur de l'effet enseignant", pp. 467-496.

The author does an enumeration of the various English research studies on class management in primary and secondary schools. These studies demonstrate that class management must be at the heart of teaching. The reports presented will surprise the teacher at the college level because of the similarity of the teaching and class management situations encountered daily. It also contains a wealth of bibliographical references for English authors. [Contact the CDC [to obtain a copy of this article](#)]

To go even further

We recommend the following bibliography, available directly from the CDC's catalogue, on the topic of «Class Management»: Access the CDC's online catalogue: <http://www.cdc.qc.ca/catalogue.html> , Click on "**Start search**", then click on "**Suggestions**": «**Class Management**».

This bibliography is updated on an ongoing basis!

With regard to the subject of "**class management in an intercultural context**", a complete bulletin on this matter will be published in the Fall of 2010. Stay tuned!

In the meantime, please note the publication of a new **OECD** report titled: "[Educating teachers for diversity](#)." [[Executive summary](#), [summary in French](#)].

Recently published / New acquisitions at the CDC

The following are a few examples of new acquisitions at the CDC. The complete list of new works at the CDC may be consulted on the [CDC online catalogue](#).

Bridging the Gap between Theory and Practice in Educational Research : Methods at the Margins, Edited by Rachelle Winkle-Wagner, Cheryl Hunter and Debora Hinderliter Ortloff, Palgrave Macmillan, 2009.

[\[Editor summary\]](#)

[\[Ask the CDC for the eBook version of this Book\]](#)

CLARK, Ian D. et al. *Academic transformation : The Forces Reshaping Higher Education in Ontario*, Queen's Policy Studies Series, McGill-Queen's University Press, 2009.

[\[Editor Summary\]](#)

[\[Contact us to borrow this book at CDC: 787395\]](#)

FILTEAU, Suzanne. Proposition d'un modèle de concept de créativité applicable pour le design de mode au collégial et transférable à d'autres domaines et ordres d'enseignement, mémoire présenté comme exigence partielle de la maîtrise en éducation, Université du Québec à Montréal, 2009.

* See also the [Poster Session](#) of the Author, Colloque de l'ARC, *IN* Congrès de l'ACFAS, Montréal, May 11th, 2010. **[In french]**

GERVAIS, Sylvie. Accès et utilisation des ressources numériques par les enseignants, workshop *IN* Congrès des milieux documentaires, Montréal, 11-14 novembre 2009.

GOSSELIN, Raymonde. Évaluation des attitudes et des comportements en stage au collégial : mémoire présenté comme exigence partielle de la maîtrise en éducation, Université du Québec à Montréal, 2010.

LAPLANTE, Isabelle, Philippe LAVIGUEUR et Pierre-Julien GUAY. InukTIC : exploiter les technologies de l'information pour apprendre : un outil diagnostique basé sur un profil de compétence TIC et informationnel, qui rassemble et propose des RÉA, workshop *IN* Congrès des milieux documentaires, Montréal, 11-14 novembre 2009.

LEROUX, Julie Lyne. L' évaluation des compétences au collégial : un regard sur des pratiques évaluatives : rapport de recherche, Cégep de Saint-Hyacinthe, 2010. [\[PAREA Report \(FR\)](#) et [article \(FR\)\]](#)

MARTEL, Lina. Élaboration d'un guide d'accompagnement à la reconnaissance des acquis dans le cadre de la formation à l'enseignement collégial, essai présenté à la Faculté d'éducation de l'Université de Sherbrooke en vue de l'obtention du grade de Maître en éducation (M.Éd.), 2009.

NEWSON, Alex, HOUGHTON, Deryck et PATTEN, Justin. *Blogging and other social media : exploiting the technology and protecting the enterprise*, Farnham, England ; Burlington, VT : Gower, 2009.

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[Contact us to borrow this book at CDC: [787386](#)]

ROSS, Jocelyn. [L' enseignement et l'évaluation d'une attitude favorable à la communication en techniques policières](#) : mémoire présenté à la Faculté des études supérieures de l'Université Laval dans le cadre du programme de maîtrise en psychopédagogie pour l'obtention du grade de maître ès arts (M.A.), 2009.

SCALLON, Gérard. [Le portfolio ou dossier d'apprentissage. Guide abrégé](#), Université Laval, [2010].

SHARIFF, Shaheen, Ph.D. (McGill University). *Confronting Cyber-Bullying: What Schools Need to Know to Control Misconduct and Avoid Legal Consequences*, Cambridge University Press, 2009.

Access the [Table of contents and Excerpt](#)

[Contact us to borrow this book at CDC: [787273](#)]

Watch for the next edition of the bulletin in August or September 2010, when the theme will be "The formative assessment"!

Have a great summer!