
Effective Teaching Books:

- Beidler, Peter G., Distinguished Teachers on Effective Learning, Jossey-Bass, Inc.: 1986.
ISBN# 1-55542-995-5
- Claxton, Charles S. and Patricia H. Murrel, Learning Styles, ASHE: 1987
ISBN# 0-913317-39X
- Eble, Kenneth E., The Aims of College Teaching Jossey-Bass, Inc.: 1983.
ISBN# 0-87578-575-1
- Eble, Kenneth E., The craft of teaching, Jossey-Bass, Inc: 1976.
ISBN# 0-87589-284-1
- Magnan, Robert, 147 Practical Tips for Teaching Professors, Atwood publishing: 1990
ISBN# 1-891859-01-3
Atwood Publishing
2710 Atwood
Madison, WI 53704
- McKeachie, Wilbert J., Teaching Tips: A Guidebook for the Beginning College Teacher,
D.C. Health & Co.: 1986
ISBN# 0-669-06752-0
- Shea, Mary Ann, On Teaching, University of Colorado: 1987
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Further reading list:

Classroom Discipline and the Community College

ERIC Clearinghouse for Community Colleges

Brinkley, A., Dessants, B., Flamm, M., Fleming, C., Forcey, C., & Rothschild, E. (1999).
The Chicago handbook for teachers: A practical guide to the college classroom. Chicago:
University of Chicago Press. (ED 435 365)

*Kuhlenschmidt, S.L., & Layne, L. E. (1999, Spring). Strategies for dealing with difficult
behavior. *New Directions for Teaching and Learning*, 77, 45-57.

Mitchell, C., Pride, D., Howard, L., & Pride, B. (1998). *Ain't misbehavin'. Managing
disruptive behavior*. London: Further Education Development Agency. (ED 421 654)

*Pavela, G. (1997, Winter) Disciplinary and academic decisions pertaining to students: A
review of the 1995 judicial decisions. *Journal of College and University Law*, 23, 391-
401.

*Thombs, D.L. (1995, May-June). Problem behavior and academic achievement among
first-semester college freshmen. *Journal of College Student Development*, 36, 280-288.

*Tomal, D.R. (1999). *Discipline by negotiation: Methods for managing student behavior*.
Lancaster, PA: Technomic publishing Company (ED 428 431)

This publication has been compiled by the **Joliet Junior College Task Force for the Promotion of Civility and Respect** and is offered as a beginning point for exploring effective teaching and strategies for a disciplined classroom. Members can be contacted through the office of the Dean of Student Development, D 1010, ext. 2309.

Promoting Positive Student Behavior in the Classroom

**Teaching is a challenging, dynamic
and complex activity that requires
continuous attention to what we teach,
whom we teach, and how we teach.**
(Tobias 1992)



In most endeavors a good start is important. Even though our classrooms vary in content and goals, it makes good sense for all of us to start the semester well. Research shows our students will decide very early—some say the first day of class—whether they will like the course, its contents, the teacher, and their fellow students. Further, however, research indicates that it's not just the first day, but the first three weeks of a course that are especially important in retaining capable students. So, even if the syllabus is printed and lecture notes are ready to go, we, as college teachers, can usually make adjustments in our teaching methods as the course unfolds and the characteristics of our students become known.

The following information is offered in the spirit of starting off right. It is a list of suggestions for college teachers looking for proven ways of creating the best possible environment for learning. These suggestions have been gathered from the successful practices of many of your colleagues at Joliet Junior College and from college teachers elsewhere. Following these suggested practices should:

- Help your students make the transition from high school and/or summer activities to learning in college
- Direct your students' attention to the key component for learning - their time spent with you in the classroom
- Spark their intellectual curiosity
- Encourage their active involvement in learning and
- Build a sense of community, civility, and respect in your classroom.

Be prepared

- Familiarize yourself with teaching and learning styles (see further readings list for suggestions of resources on this topic)
- Visit the classroom ahead of time (take notice of the equipment and environmental needs)
- Take time to understand the resources on campus that are available to you and your students (Media, Academic Skills, Student Emergency Fund, E-mail, Library Reserve, etc.)

- Understand administrative requirements (book orders, grade reports, mid-term verifications, FERPA regulations, etc.)
- Construct a syllabus that includes:
 - * Name and number of course being taught
 - * Office/mailbox location
 - * Office hours or times you can be reached
 - * E-mail and phone extensions
 - * Expectations for participation - how you measure
 - * Your response to academic dishonesty
 - * Emergency procedures/absenteeism expectations
 - * Expectations for student behavior/Student Code of Conduct
 - * Safety procedures
 - * Topics covered week by week with assignment due dates
 - * Ask students to sign a statement saying they have "read and understood"
- Make a copy of your syllabus available in your department for student viewing prior to class.

Set the Tone (Strategies for the first day or two of class)

- Review your syllabus in detail
- Use diagnostic pre-testing (when appropriate)
- Mention department policies and procedures
- Review any pre-requisites for the course
- Share the value of your course with the students

Maintain Control (Strategies for the first few weeks of class)

- Identify students/get to know names (use name plates, seating, departmental photos, etc).
- Provide time in class for students to get to know each other (icebreakers)
- Give students ideas on how to study and prepare for class
- Collect periodic reactions as needed to gauge for pace and understanding

Ongoing strategies that can make a difference

- Consider how your course goals are related to your departmental goals AND the goals of the college
- Review your content and workload expectations for students
- Initiate your own class evaluation, share results with colleagues for reflection and course enhancement