

Enhancing Classroom Authority

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<p>In class DO:</p> <ul style="list-style-type: none">• Smile and make lots of eye contact• Move around the room• Listen carefully to students• Use humor• Make encouraging comments	<p>In class DO NOT:</p> <ul style="list-style-type: none">• Apologize• Humiliate or put down students• Accept weak answers• Allow students to interrupt, challenge, or complain
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Resources Based on Authority Observation Rubric

Category 1 Voice and Diction:

Read “Improving Instructor’ Speaking Skills” (Goulden, 1991) and get more practice.

Category 2 Body Language:

Have yourself videotaped and review it with a colleague or teaching consultant.

Category 3 Focus of Attention:

It’s not about you—it’s about them. Work on relaxation techniques [www.Toastmasters.org] so you can focus on the students.

Category 4 Classroom Management:

Learn proven interactive teaching methods; collaborate on class planning; engage in SOTL.

How to Recover if Authority is Damaged (Based on Lit Review + Master Classes)

1. Let go of coverage. “The greatest enemy of understanding is coverage.” Howard Gardner (1994)
2. Focus class time on the difficulties in your subject—where do students get stuck? (Bottlenecks—Pace & Middendorf, 2004; Theories of difficulty--Perkins, 2008; Threshold concepts--Meyer & Land, 2005)
3. Have a narrative for each class—we remember through stories and examples. What are the big ideas and the matching narrative for the day?
4. Set students up for success by showing them successful work of peers and by pointing out what they are doing well (Svinicki, 2009, *National Teaching & Learning Forum*, 18(6)).