

Modeling New Roles for Managing the Classroom

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PROFESSORS USE VARIED TEACHING STYLES in managing the classroom depending upon content, intended learning outcomes, level of student and classroom environment. Five teaching styles have been catalogued and named by Grasha (1994). They are the styles of expert, formal authority, personal model, facilitator, and delegator. Grasha suggests that professors do not stay within one box, that they blend styles, using some more often than others. The teaching style varies by the type of classroom activity with lecturing requiring the expert or formal authority style and group work requiring facilitating and delegating. In parallel, the classroom climate changes from cool to warm as the student becomes more involved with the activities and control of the classroom. In general, the more hands-on technology available in the classroom, the more the emphasis is on facilitating and delegating (Ely, 1996).

Wanted:

Expert formal authorities who model teaching by facilitating group work and delegating classroom control to the students.

Is that a description of us as team-teachers? Yes, with the emphasis on modeling and blending an entire range of teaching styles using a wide variety of teaching, management and assessment strategies. In modeling good teaching, we want our (future) teachers to see and be aware of all of the teaching styles. We are especially interested in demonstrating the facilitator and delegator styles because those styles are less-often seen in college classrooms. Teachers teach the way they were taught. We have a late start with college students, but better late than never. It seems obvious, as team-teachers in a College of Education, that we should be personal models for our students. We'd make the case that all professors, in whatever discipline, will benefit from letting the students in on it. That is, we recommend making expert behavior (teaching) transparent to the student.

With integration of technology throughout our courses, we use teaching strategies including group activities, peer coaching, concept mapping, learning centers, debriefings, self-instructional modules, and lecture monitoring. Nearly all activities include an element of formative evaluation for the students to have input into

and awareness of course design. Short descriptions of some of the strategies follow.

Peer Coaching

Shared success is our definition of peer coaching. This management technique is especially helpful in a technology-rich environment. Through peer coaching students invest themselves in the learning process. A delegating teaching style is required with this technique to achieve an appropriate classroom climate.

Learning Centers

This management technique provides for active engagement with course content. A learning center can be developed for use by individual students or small groups. Written instructions and required materials are included with each learning center. The materials used can include such media as textbooks, audio cassettes, computer resources, or video tapes. It is important to include a debriefing session at the end of learning center activities to provide feedback on desired learning outcomes and to reinforce content. A range of teaching styles can be included with learning centers.

Round-Up

This debriefing technique is appropriate to use after a major assignment has been turned in, after grades have been assigned, but before they are handed back. It involves the use of randomly assigned small groups of students who discuss and answer directed questions in timed settings. Groups are shuffled and then repeat the activity with a second and third set of questions. The questions in the first round are very specific to the recent assignment and allow students to discuss problems, feelings, and frustrations. Subsequent rounds are more and more general, approaching course evaluation as well as expected future outcomes. In each round, responses are recorded by a designated group member but no student names go on the forms. Group responses are examined for commonality and differences by the instructor.

Big Picture

This technique enables instructors to get a holistic view from the students point of view by using a simple assessment technique called the One Sentence Summary. Students are asked to fill out the variations of the fol-

lowing matrix and then to summarize the information in just one grammatically correct sentence. This technique can be used to collect student views of an entire course, a time period, an assignment or a unit. Depending on the focus given in the first box, instructors can identify problems in an assignment, assess differences in group dynamics, etc.

In last weeks group case study assignments...

Who?

Did what?

To what or whom?

When?

Where?

How?

Why?

In sentence form:

Technology Fair

The Technology Fair is a series of twenty self-instructional modules which provide experiences with a variety of technology applications such as audio CD, the Internet, and multimedia. Each module requires that

students follow written instructions on correct technology use. In addition, reflective and evaluative questions contained in each module encourage the students to take the technology beyond the basics. Facilitating and delegating teaching styles are both important for managing such hands-on activities.

Conclusion

Many factors influence the classroom environment a professor creates. While each teaching style plays a role in the process of learning, it is up to the professor to utilize the expert, formal authority, personal model, facilitator, and delegator styles to benefit students.

Ely, D.P. (1996). *Trends in Educational Technology 1995* (Syracuse, NY: Clearinghouse on Information Resources), p. 29.

Grasha, A.F. (1994). *A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator*. *College Teaching* . 42, 142-149.

A Study on the Success of *Strategies for College Success* at North Georgia College and State University

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The authors would like to thank V. Kay Colbert, Catherine Little, Gary Schneider, and the Freshman Year College Experience Committee.

STRATEGIES FOR COLLEGE SUCCESS is a first-year course implemented Fall 1996 at North Georgia College and State University to aid retention. The course's purpose is "to assist new North Georgia students in making a successful transition to college life by teaching them both academic and personal success skills, by introducing them to various resources at this college, and by providing mentoring opportunities with faculty and upper-class students." The course has three main components: academic skills, student success skills, and special topics. Academic skills and student success skills comprise 60% of the class content and special topics comprise 40%. Rather than teaching each of the components

discretely, each instructor may integrate the three. Methods of instruction include lecture and discussion. Class assignments involve "reading and discussion; analytical thinking; independent learning through research and writing assignments; and student oral presentations, either individual or team." Each section accomplishes these goals by focusing on specific course content that is determined by the instructor. This content provides both the theme of the course and the means of teaching the college success strategies without duplicating already extant campus programs. Course topics have included geriatrics, careers, and international business.

To date, seven sections have been taught to about twenty students each. The first offering of the course in Fall 1996 was limited to four sections. Fall sign up, which occurred at different summer orientation sessions, was very limited and many more students wanted to