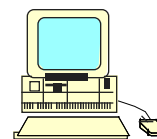


Classroom Management Strategies



One or more computers in the classroom can be used in a variety of ways so that any computer skills taught are integrated into the core curriculum. Do not teach computer skills as a separate discipline. Technology should not be used for technology's sake alone. However, when including computers and the internet in the classroom, it will require you to rethink the ways you cover the curriculum. Consider the wealth of resources available to you now as you analyze the units you plan to cover in the curriculum. When you are managing and scheduling the use of computers, consider equity.

Rotating Students through Classroom Computers


Place Class Roster by Computers

- Students check off their names when they have been at the computer and finish the activity or lesson.
- Each student when finished selects another student without a check by their name to go to one of the computers.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____

Individual Student Sign-Up

- Use a Sign-Up sheet for students to sign-up when they are ready.
- Limit the number of times and minutes at the computer for each student. (use timer)
- Try to use computer time for projects and activities related to content area.

Student Sign-Up 	
1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	16. _____
6. _____	17. _____
7. _____	18. _____
8. _____	19. _____

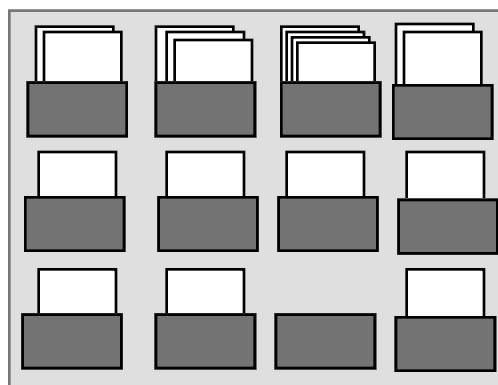
Maximizing on Productivity (M.O.P.)

What do you do with that spare time at the end of an activity when some of the students have finished before the others?

To challenge those students that finish first, let them use the computers for M.O.P time to work on a project or homework assignment. Do not use any spare time for reward.

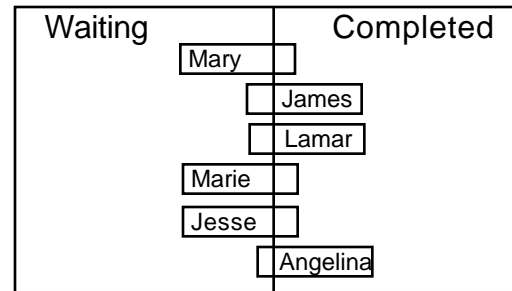
Using a Pocket Chart

- Put each student's name on an index card.
- Shuffle the index cards and put the first four in the top pockets of the chart.
- Put the next four in the second row of pockets and so on.
- When one of the students finishes or their time is up for this time, move one of the cards from the second row and place on top of the first card for their turn.
- Move the cards in the third row up to the second row to empty spots and so on.
- Shuffle the cards each week or every two weeks to rotate time at the computers for equal access.



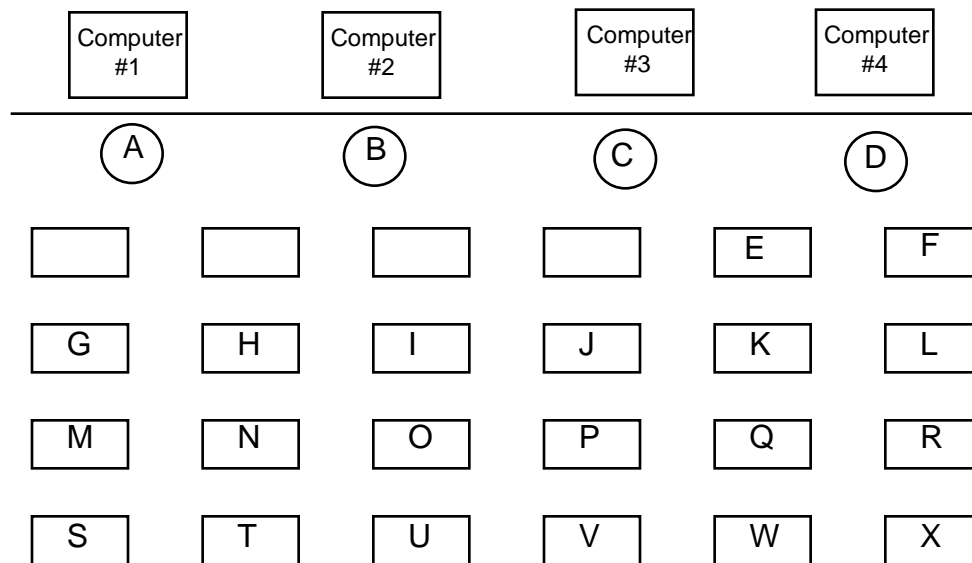
Using Clothespins

- Make a poster with “waiting” on one side and “Completed” on the other side.
- Tape a thick string down the middle of the poster.
- Use a marker and write each students’ name on both sides of a clothespin.
- Point the clothespins with the name on the waiting side with the first four computers first.
- When each student finishes, let it be their responsibility to get another student who’s name is next in order on the waiting side.
- You can rotate the order of the clothespins at the beginning of a project so students get equal access on the computer.



Snake Rotation

- Start with the first four students while the rest of the students are working at their desks. As each user finishes, the student in the next desk will take his/her place.
- Label each desk with a letter of the alphabet. If student B leaves the computer then student E takes his/her place. If student A finishes, then student F is next.
- Repeat until each student has had a turn by snaking in this fashion around the room. Next activity can start in the back or middle of room for equity.
- Depending on the type and length of activity and class size, this rotation strategy can take from two to five class periods, so make sure students remember where they were last.



Management Tips

- Have students manage the rotation until project is complete.
- Have any computer time be goal or activity oriented, not for reward.
- Maintain a record of project completion.
- Keep computers in use all day long.
- Assign the job to turn computers on/off to students.
- Start teaming students or having them work with a partner when they work at the computer.
- As the teacher, your job is project manager to handle any conflicts in schedule.
- Have students ask three students for help before they ask you.

You may want to experiment with a variety of methods of rotating students on and off the computers while remaining true to the curriculum. Many of the strategies suggested vary depending on your teaching style, class size, and student learning styles. Some classes work better than others. Most of the success of using computers is reached through trial and error. As most teachers know, classes have personalities and specific concerns. So get to know your students before you start an in-depth project. Start with a simple project with existing computer skills. Use one computer as a presentation tool and for whole group discussions.

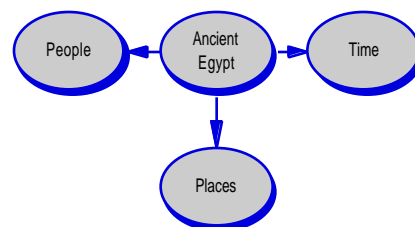
Computer as Presentation Tool

- Connect one computer to large TV monitor.
- Demonstrate what you expect students to do for projects.
- Model an example project to students
- Give clear written instructions for project work.
- Use presentation computer for students to present their projects.
- Use PowerPoint, Hyperstudio or Website to store and show off student work at Back-to-School night, Open House or to other classes.
- Use presentation station as an information station to present a new site or information from the Encyclopedia Britannica.



Computer for Whole Group Discussions

- Connect one computer to large TV monitor.
- Use as a discussion generator.
- Brainstorm using a program like Inspiration.
- Use as an electronic overhead projector.
- Start collaborative group work using a program like Ancient Empires.
- Create a compelling environment for role playing and simulations of the time in history you are studying.



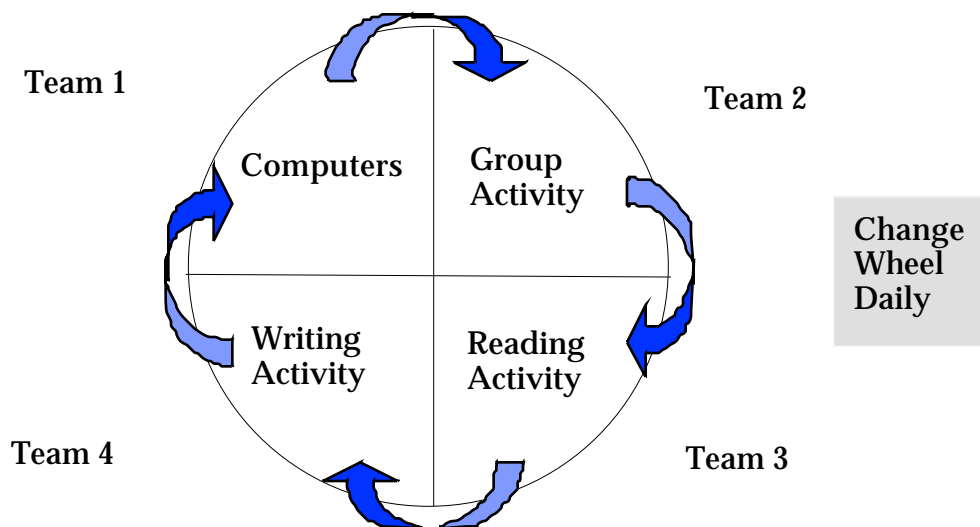
Management and Scheduling Suggestions

1. Consider the project when allowing for computer time. Some projects may take more time.
2. Provide opportunities for cooperative learning.
3. Post responsibilities, guidelines, and expected behavior when using computers.
4. Know the program or review the site you plan to share with the group, don't experiment.
5. Practice using it before you present it to the class.
6. Emphasize the importance of pre-planning so that computer time is efficiently used.
7. Create two folders: one for work in progress and one for completed work or projects.
8. Have a checklist available so that after each session, student can indicate whether project is complete or if the student or team needs additional time.
9. Provide students with a step by step checklist or written instructions for assignment on and off the computers.
10. Be flexible, it may not go as you planned no matter how well you prepared. So have an alternative plan just in case the computers don't work, the students have a problem, etc.
11. Use peer partners or mentors
 - Consider having students work in pairs or small groups.
 - Consider computer skill and specific assignment when pairing students.
 - Change partners if conflicts arise or needs are different.
 - Have peers critique projects and give constructive feedback.
 - Use "trained" experts from the class to help others.



Computers for Team and Cooperative Work

- Divide class into teams of 4 naming them numbers or whatever names you and your students decide on.
- Assign times weekly for teams to use computers.
- Use whatever strategy works for you and your students in assigning team rotations.
- Rotate teams on and off the computers so activities off the computers are related to project work or related to content area.
- Activities in rotation schedule can change to meet needs of the curriculum: research activity in library, group activity can involve video-taping, meeting with mentors, etc.



Ideas for Rotation Schedules

Team 1	
Team 2	
Team 3	
Team 4	

	Computers	Group Activity	Reading Activity	Writing Activity
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				

You can change what period you start with weekly or daily depending on the assignment.