

Classroom Management in CLAW 3 Active Learning Classrooms

CLAW (Collaborative Learning and Active Workspaces) 3 Active Learning Classrooms (ALCs) are designed to emphasize group work. This guide provides tips for successfully managing interaction, space, and technology in CLAW 3 classrooms.

Tips for Managing a CLAW 3 classroom:

- ❑ **Instructor circulation:** Approach each table at least once per class period. ⁱ
- ❑ **Seating arrangements:** If you assign seating, give students the choice to change seating during the semester. Instructors may have students move during class for certain activities. ⁱⁱ
- ❑ **Establish ground rules:** Clearly state rules at the start of the semester, such as expectations, and how to ask questions, etc. ⁱⁱⁱ
- ❑ **Dealing with distraction:** Plan to address noise and off-task students by standing near distracted students, plan for group work to be graded, give time limits on activities, assign assistants or facilitators, and ask random students to report on the group discussion. ^{iv}
- ❑ **Centralized instructor station:** Positioning the instructor in the center can help democratize the classroom. ^v
- ❑ **Large classes:** As students what they think of a group rather than each individual student. ^{vi}
- ❑ **Ask for early feedback:** Survey students early in the semester on their experiences in the ALC, then later discuss the results with the class by addressing why or why not certain requests will be made. ^{vii}
- ❑ **Teaching persona:** Lean into your strengths as an instructor to facilitate the course ^{viii}
- ❑ **Teaching assistants/group facilitators:** Assign a TA, or a student in each group, to facilitate group work and learning. ^{ix}

Tips for Using Technology and Space in a CLAW 3 Classroom:

- ❑ Group 5-6 students per table^x
- ❑ Consider sitting in the center of the room rather than the front^{xi}
- ❑ Use moveable furniture to open floor space for activities^{xii}
- ❑ Consider having whiteboards during group work and discussions^{xiii}
- ❑ Use monitors at each table to share group work and content with the entire class ^{xiv}

i McCorkle, S. (2021). Exploring faculty barriers in a new active learning classroom: A divide and conquer approach to support. *Journal of Learning Spaces*, 10(2), 14-23.

ii Ibid.

iii Rezaei, A. (2020). Groupwork in active learning classrooms: Recommendations for users. *Journal of Learning Spaces* 9(2), 1-21.

iv Ibid.

v Ibid.

vi McCorkle, S. (2021). Exploring faculty barriers in a new active learning classroom: A divide and conquer approach to support. *Journal of Learning Spaces*, 10(2), 14-23.

vii Rezaei, A. (2020). Groupwork in active learning classrooms: Recommendations for users. *Journal of Learning Spaces* 9(2), 1-21.

viii Chacon-Diaz, L.B. (2020). An explanatory case study of behaviors, interactions, and engagement in an introductory science active learning classroom. *Journal of Classroom Interaction*, 55(1), 26-40.

ix Bent, T., Knapp, J.S., & Robinson, J.K. (2020). Evaluating the effectiveness of teaching assistants in active learning classrooms. *Journal of Learning Spaces*, 9(2), 103-118.

ix Rezaei, A. (2020). Groupwork in active learning classrooms: Recommendations for users. *Journal of Learning Spaces* 9(2), 1-21.

x Rezaei, A. (2020). Groupwork in active learning classrooms: Recommendations for users. *Journal of Learning Spaces* 9(2), 1-21.

xi Ibid.

xii Gibau, G.S, Kissel, F., & Labode, M. (2019). Starting with the space: Integrating learning spaces and technologies. *Journal of Teaching and Learning with Technology*, 8(1), 17-32.

xiii Ibid.

xiv Rezaei, A. (2020). Groupwork in active learning classrooms: Recommendations for users. *Journal of Learning Spaces* 9(2), 1-21.