Online Class Management and Routines

Class management for face-to-face, blended, and online learning share many similarities. For all learning scenarios, class management has a core set of vital elements. Establishing norms and expectations, setting routines, using various modes of communication, and building an engaging community are vital core elements of managing classes effectively. Class routines, norms, and expectations are crucial to ensure that students learn effectively in online environments. It is vital that teachers communicate those routines, norms, and expectations clearly with the students from the beginning and remain consistent with them.

1. How have I established norms and routines for my online learning environments?
2. How does classroom management differ between a face-to-face environment and an online environment?
3. What are important organizational and procedural routines I can implement within online environments?

? **to Consider**

KEY Elements

While an online classroom environment looks and operates differently from a traditional face-to-face classroom, classroom management is just as important. In blended or fully online learning experiences teachers must create and implement a management plan that identifies class procedures, routines, and expectations. Teachers must communicate the plan to students and families so that it is clearly understood. Practicing routines early and often with students will ensure that students can transition seamlessly between face-to-face and online learning experiences.

Classroom management in any setting includes promoting desired student behaviors, setting appropriate learning expectations, and implementing appropriate organizational and procedural routines. When first establishing routines, the key is to be proactive.

Consider what to include in a class management plan for online environments such as desired behavioral routines, how students interact and collaborate, and how to identify active student participation. Routines might involve students completing assignments before synchronous video conferencing sessions or establishing remote physical learning spaces that maximize learning potential and eliminate distractions. Structure the video conferencing environment so that students can listen carefully, make comments, ask clarifying questions, and appropriately interact with peers.

In addition to behavioral routines, consider organizational and procedural routines. In many cases, schools will provide teachers with guidance about these routines, and teachers should comply with required organizational and procedural structures. Routines should be clear, purposeful, and manageable when creating classroom management expectations and procedures for online environments. Additionally, it is beneficial to have established routines for students and guardians to fall back on if they experience difficulties with the technology.

Expectations, procedures, and routines must be communicated, implemented, and supported. In blended learning, expectations and procedures can be communicated and practiced directly with the students, but in online learning this can be challenging. Consider sharing expectations, procedures, and routines with students and families in multiple ways and repeatedly. A meeting with students and families via video conferencing, or a recorded informational video, may be needed to promote understanding and compliance. In any setting, practice expectations, procedures, and routines frequently and consistently. For example, if a teacher uses a verbal cue to shift from one activity to the next, they should explicitly review that cue multiple times until their students respond accordingly. Establishing, communicating, and implementing clear expectations, procedures, and routines is foundational to effective blended and online learning.

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