

## **Classroom Management Stance**

Elvina McHenry

Department of Teaching and Learning, Old Dominion University

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Christine A. Hebert, Ph.D.

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I will use the andragogy theory and a self-centered approach as my classroom management stance. Andragogy is a theory based on adult learning. Some principles of andragogy state that adults need to be involved in planning and evaluating instruction, that instructors need to include the learner's experience, and that adults learn best with problem-based rather than subject-based methods of learning (Auerbach et al., 2017). I like this theory because, teaching in a higher institution, I feel adults need to play a role in their education.

Using a student-centered approach to my classroom management stance, I hope to create an environment where my students feel like they have a voice in their education. A student-centered approach will help me to change the learning process and give students a voice, knowledge, experiences, and opportunities to succeed after graduation (Milner et al., 2019). As an instructor of dental assisting and dental hygienist, I will work with adults that have chosen their careers. They will need to work with others, have problem-solving skills, and be able to work independently. Having a student-center approach will allow me to teach them these skills. My class will be a space where students learn long-term skills to be ready to work as healthcare professionals.

I will also build relationships with my students. I want them to know that although I am their class instructor, I will be their colleague after graduation. I want them to feel comfortable reaching out if they have questions when starting their careers. To achieve this, I will create a space that gives my students a feeling of respect and lets them know that I see them, hear them, and care for them (Milner et al., 2019). I will work to develop relationships with each student.

The arrangement of my class, as seen in Figure 1, follows my belief in a student-centered learning approach and using the andragogy theory. To facilitate learning, students will need to be hands-on in their learning. There are two parts to education in a dental assisting and dental hygiene program. The first part is the didactic portion, and the second is the clinical portion.

While lecturing, students will be seated in twos to promote independent work, and the podium will be at the front of the class, with a blackboard and projector. Although there is a podium at the front for lecturing, I can also move freely around the class while introducing material to gauge if students understand the information being taught. I will use a second blackboard for information that will remain posted for extended periods. For example, if I want to share a link or an upcoming task.

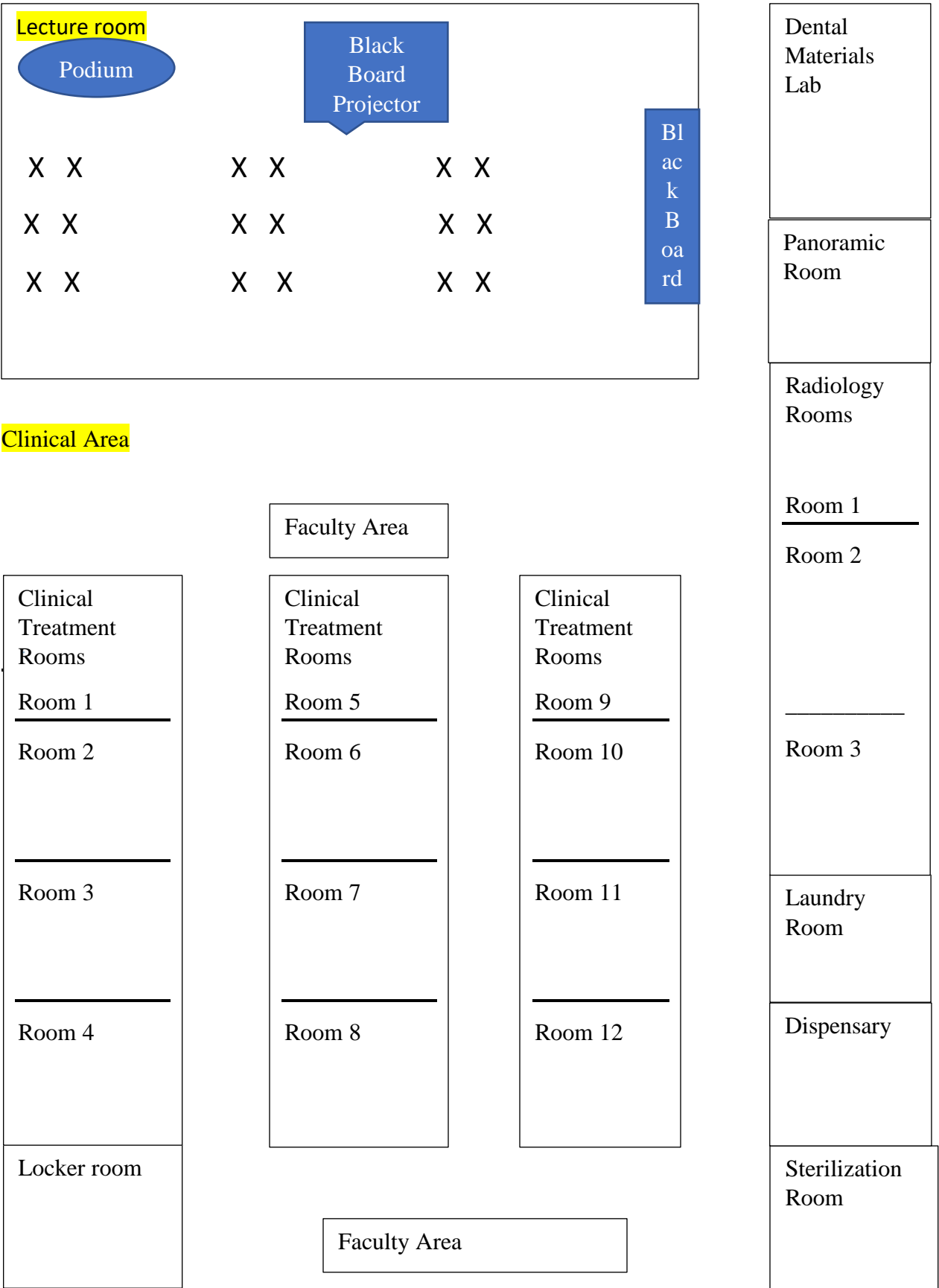
Clinical sessions allow the student to have hands-on practice with what they are learning during the lectures. There are many components to our clinical sessions. Not only do I need to ensure that the students learn clinical skills they must also follow Health Insurance Portability and Accountability Act (HIPAA) laws and Occupational Safety and Health Administration (OSHA) regulations. To maintain these guidelines, the clinical rooms are individually designed into rows with faculty stations at each end. This will provide a flow for faculty and me to quickly guide students while allowing patient privacy. We will have a sterilization area for students to maintain OSHA guidelines on infection prevention. Radiology rooms for students to practice taking radiographs. A laundry room to clean lab coats. A dispensary to retrieve clinical products for patient use. A locker room for personal belongings. Furthermore, we will also have a dental materials lab for students to practice making dental appliances.

In conclusion, I plan to use a student-centered classroom management approach. I will also follow the andragogy theory since my class will be adults who have decided on a career

choice. By using this learning style, I aim to promote a class that can interact with each other and works independently.

Figure 1

Elvina’s classroom arrangement design



## References

Auerbach, P. S., Cushing, T. A., & Harris, N. S. (2017). *Auerbach's wilderness medicine*.

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Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). *These kids are out of control": Why we must reimagine "classroom management" for equity*. Corwin.