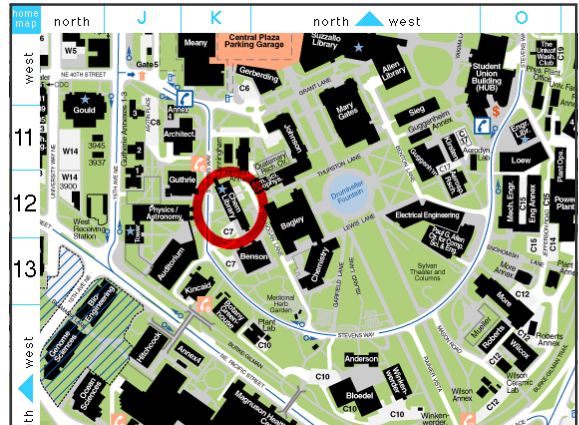


Announcements

- Friday, Nov 11 is the deadline for the first drafts of your writing pieces.
- Next week the class will meet in **CHL 021** (Chemistry Library) for a microteaching session, starting at 1:30pm.
- If you're TAing and have changed classrooms since the start of the quarter, please let me know.
- Tomorrow, I plan to send out the survey about what has worked well so far and what could be improved in this seminar.

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Session 06: Managing Difficult Classroom Situations (cont.)

Valentin Razmov

Behavior that is rewarded shall be repeated.

First do no harm.

An ounce of prevention is worth a pound of cure.

There is no right answer to the wrong question.

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Outline

- Challenging scenarios
 - Origins, structure
 - Example scenarios and how to deal with them
- Meta-cognitive discussion

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Resources


- Teaching Tips
 - Ch.5 (pp.49, 50-52), Ch.8 (pp.101-103), Ch.10 (pp.116-117, 120-121), Ch.14, Ch.15 (pp.208-210)
- The Nuts and Bolts of Classroom Management: How to Teach Like a Pro*, Chautauqua workshop, 2003.

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Difficult Classroom Situations – My (Revised) View of Their Origins

- Miscommunication of expectations
 - (Un)Acceptable classroom behavior (discipline, noise, harassment)
 - Assignment requirements, activity goals
- Incorrectly placed incentives
 - Competition with other students
 - Penalizing for mistakes vs. rewarding for good work
 - Potential benefits vs. penalties for cheating
 - Slow or indecisive reaction to unacceptable behavior
 - "Free riders" in group projects
- Students feeling stress
 - Too little time/opportunity to do the work right
 - Internal tension within a team in group projects
- Instructors feeling stress
 - Not knowing "all the answers"
 - Finishing with the prepared material early and not having anything extra
 - Falsely accusing a student of cheating

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Your Worst Fears?

- What problem situation(s) do you, in the role of a *teacher*, fear the most?

- What problem situation(s) do you, in the role of a *student*, fear (or have feared) the most?


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Difficult Classroom Situations – My Advice on Managing Them

- "First do no harm."
- Seek the lessons behind the problem situation – for yourself and for the student(s). Help them look for those lessons – they'll *appreciate* it much.
 - Why did this problem happen? What can we each do to avoid this situation next time?
- "There is no right answer to the wrong question."
 - If you're unsure how to respond, buy yourself time.
 - "Let me discuss this matter with the course instructor."
 - "I'll get back to you on this, but now let's return to our main topic of discussion..."
- "An ounce of prevention is worth a pound of cure."
- "Behavior that is rewarded shall be repeated."

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Real Examples from the Classroom

How do you deal with the student who ... :

- ... "monopolizes" the discussion?
- ... always likes to challenge your knowledge?
- ... uses inappropriate language?
- ... behaves disrespectfully toward classmates or you?
- ... challenges your approach to teaching the class?
- ... always has excuses for turning in assignments late?
- ... doesn't do his/her fair share in group assignments?
- ... claims she's working hard, but results aren't good?
- ... frequently talks while you're talking in class?
- ... regularly comes unprepared for class?
- ... sleeps in class?


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Meta-Lessons: Teaching Techniques We Used Today

- Tying material to prior lessons
- In-class discussion
- Tying material to other topics of interest
- Using classroom technology to engage everyone
- Gathering feedback to be used in future discussions
- Looking for structure when exploring a new area
- Shifting gears between presentation and discussion
- Meta-cognition
 - This is what we are doing right now
- One-minute feedback

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One-Minute Feedback

- What one or two ideas discussed today captured your attention and thinking the most? Why?

- What question still remain open for you? Be specific.

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