Managing Classroom Disruption

CENTER FOR TEACHING & LEARNING (CTL)
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What is Classroom Disruption and How Common is it?

"Any action that interferes with a harmonious and cooperative learning environment"

Classroom disruption is more common than uncommon, occurring in 60 percent of courses tracked.

(Boice, 1996; Feldmann, 2001)

How Bad Can it Get?

Annoyances

Classroom Terrorism

Intimidation

Violence

(Feldmann, 2001)

Issues

Academic

Managerial

Behavioral

Emotional

(McKeachie's, 2014)

Why You Should Address Disruptions

1. Chronic disruptions hamper learning

2. Students lose trust in faculty's ability to handle the classroom

3. Faculty spend the majority of their time teaching, demoralized teaching = burnout

4. Responding right away can curb future disruptions

(Boice ,1996; Davis, 2001; Feldmann, 2001)

Cause of Disruptions

Teachers were the most crucial initiators of Classroom Disruptions, and, their most telling provocations occurred during the first few days of courses.

Conversely, professors who most consistently displayed immediacies and positive motivators has the least incidents of Classroom Disruptions.

(Boice ,1996)

Instructor Behavior Correlated with Classroom Disruption

1. Cold, distant uncaring, aka. lack of immediacies

2. Lack of Enthusiasm

3. Fast paced lectures

4. Lack of preparation

(Boice ,1996; Davis, 2001; Feldmann, 2001

Instructor Behavior Correlated with Classroom Disruption

5. Surprise quizzes

6. Unfair/inconsistent grading

7. Starts late/ends early

8. Condescending/unhelpful

(Boice ,1996; Davis, 2001; Feldmann, 2001

Pre-emptive Strategies to Address Disruptions

1. Be explicit in your behavioral standards/include on syllabus

2. Work with students to define behavioral standards

3. Reinforce behavioral policies , better to start firm and ease up later

(Davis, 2001)

Pre-emptive Strategies to Address Disruptions

5. Give students permission to reinforce behavioral standards

6. Anticipate problems towards the back of the classroom, request students sit up front

7. Invoke the NYU Bulletin on <u>Community Standards</u> if students misbehave.

(Davis, 2001)

Qualities of Immediacy

1. Arriving early / chatting with students before class

2. Practicing content delivery to activate the whole room

3. Moderate lecture pacing and pauses, check on student note taking and attention/comprehension.

4. Direct eye contact, forward leans, open body postures, smiling and direct eye contact

5. Displaying patience and engagement with students in after class or office hour meetings

(Boice ,1996)

Turn Classroom Disruptions into Opportunities

1. When students challenge your arguments - model calm/rational debate skills

2. Students seem restless + inattentive – assess your pace /check for understanding

3. Students display signs of emotional distress – show concern/direct them to support

(Boice ,1996)

Dealing with Emotional Problems

1. Mental health issues are increasing on campuses, international students are particularly vulnerable

2. Signs of distress = change in hygiene, missing class, missed assignments, lack of engagement

(Gooblar, 2018)

Dealing with Emotional Problems

3. Reach out to them to show concern for how they are doing

4. Refer them to help, have phone #'s for Health and Wellness/ 24 Help Hotline
   Counseling: Room 605, #2059 5353
   Wellness Exchange Hotline: +86 21 2059 9999

(Gooblar, 2018)

Dealing with Biased Comments in Class

1. 47% of students have witnessed bias on campus

2. Increases to over 50% depending on the reporting group

(Boysen, 2012)

Dealing with Biased Comments in Class

3. Confrontation can play an important role in ending bias

4. Individuals overestimate how likely they are to confront bias

5. Teachers rate themselves well on responding to bias, but students rate teachers lower on this measure

(Boysen, 2012)

Dealing with Biased Comments in Class

1. Professors should respond to bias when it occurs, not responding affects student comfort

2. Students see direct and public confrontation as the most effective response to bias

3. Facilitating a discussion on the biased statement was also perceived as legitimate, but not as effective as confrontation

(Boysen, 2012)

Sources

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