Teaching Improvement Opportunity
A Dual Presentation!

“Student Honor Code: Improving Our Understanding in Relation to the Classroom”
Presented by
Dr. Michael Kerwin
HCAC Co-Chair, Professor in Dept. of Geography & the Environment

“Building Classroom Strategies to Target Challenging Students”
Presented by
Virginia Pitts and Bridget Arend
Office of Teaching & Learning (OTL)

Thursday, August 29, 2013
Olin 105
12:00 - 1:15 p.m.

Brown bag event/Drinks Provided
Sponsored by NSM Dean’s Office
Fostering Inclusive Excellence in Our Workspace

University of Denver
NATURAL SCIENCES & MATHEMATICS
What disruptions/challenges might you anticipate?
What disruptions/challenges might you anticipate?

- Undermining the instructor’s authority
- Leaving class to frequently
- “Spacing out” or sitting with back to instructor
- Verbal or physical threats
- Gum, food, cell phone disruptions
- Monopolizing discussions
- Sleeping in class
- Repeated tardiness
- Refusal to participate or speak
- Sexual innuendo, flirting, or other inappropriate suggestions
- Sharing/copying work
- Plagiarism or lying
- Too much chit chat
- Disrespectful behavior

From www.4faculty.org
Moving towards an Engaged Classroom

• What would an engaged student look like in your class?
Moving towards an Engaged Classroom

• Determine expectations

• Communicate expectations/policies/culture
  – Syllabus
  – First day of class, and beyond
Moving towards an Engaged Classroom

• Determine expectations
• Communicate expectations/policies/culture
• Deal with disruptions
Lessons from the HCC (adapted)

• Don’t ignore the problem

• Arrange a semi-private time to talk
  – Use non-accusatory language, “here’s what I’m observing…, I’m concerned because…”
  – Be supportive and respectful
  – Don’t get caught up in their emotional state
  – Acknowledge their distress/issues

• Provide options for the student or ask them to come up with options