

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

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