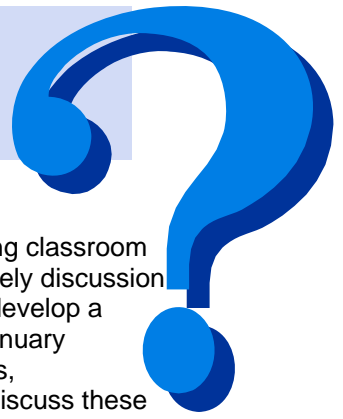


# “What Do I Do? I Have a Student Who...”

## Dealing with Difficult Behaviors in the Classroom



### Workshop Program

A common theme of President Kunkel's listening sessions with the faculty last fall was the changing classroom and our response to challenging situations and students. This topic was also explored during a lively discussion at the November Faculty Meeting. President Kunkel asked the Office of Faculty Development to develop a workshop where we could more fully address and explore these concerns. Having conducted a January Conference and a Teaching and Learning Workshop that took a theoretical approach to Millennials, the Faculty Development Committee recommended providing faculty an extended opportunity to discuss these challenges through case studies.

#### 1:00 p.m. Welcome and Introductory Remarks

#### 1:05 p.m. “Myth or Fact?”

How much have St. Norbert College students changed in the last 20 years? Are St. Norbert College students more like or unlike students at other colleges and universities? Using our beloved clickers, Bob Rutter will solicit faculty perceptions and compare them to local and national data.

#### 1:20 p.m. Case Studies: Advice for Dealing with our Students

As faculty, we are well-versed in and experienced with general class management. But what do we do when these strategies fail? For each case study, we will spend 7-8 minutes talking about the case at our tables. Two colleagues will then present a five-minute analysis. Finally, we will open up the discussion for you to share specific strategies that you have used in these situations, or ask questions. Note cards are available at the tables for you to note these strategies.

#### 1:20 p.m. Case Study 1: A disruptive student dominates class discussion

A student dominates classroom discussion, always raising her hand and, when called upon, talking at length and, inevitably, shifting off-topic. The student is bright, knowledgeable, and has a facility for the material. However, her behavior has a negative effect on the class dynamic: other students are visibly impatient with her, and, because you spend an inordinate amount of time and energy corralling her, you do not interact consistently and constructively with the rest of the class. You know that the student has received accommodation because of a medical condition. You want neither to ignore the student's contributions to discussion, nor to sacrifice the other students' learning experience. What do you do? Analysis by Marcie Paul and Barb Bloomer

#### 1:40 p.m. Case Study 2: A student objects to course content on religious grounds

Your syllabus clearly indicates that several class periods during the semester will be dedicated to the discussion of the utility of Queer Theory to evaluate social constructs. The day before the reading is due and class discussion is to be conducted, a student emails you regarding the topic, claiming that it makes him, and others in class, uncomfortable. He has shared his concerns with family, and his parents agree that this topic is inappropriate for a Catholic college. He expected, he writes, to find his religious values upheld at the College, not attacked by faculty members who seem to be advocating homosexuality. He suggests, rather insistently, that you change the syllabus and substitute another theme for discussion. If you will not change the topic, he asks that he, and others who object, be excused from class without penalty. What do you do? Analysis by Charley Jacobs and Julie Massey

#### 2:00 p.m. Break

#### 2:10 p.m. Case Study 3: A student's behavior and appearance deteriorate steadily during the semester

A student who typically contributes to class discussion and does well on assignments and exams shows signs of struggle in her work after spring break. She stops participating in class, and she nearly fails an exam. She is also taking less care with her appearance, coming to class disheveled and in baggy sweats. You get a call from a parent who is concerned that she may be suffering from depression or an abusive relationship. The parent hasn't heard from her daughter in weeks. When you ask the student casually about this change, she shrugs it off and says, "I'm just busy. I have papers due in my other classes, and I asked for more hours at work so that I can pay for a May term class." Nevertheless, you wonder if there might be something more significant underlying her sudden change in behavior. What do you do about the student? What do you do about the parent? Analysis by Kevin Miller and Cindi Barnett

#### 2:30 p.m. - 2:50 p.m. Open Discussion with Faculty

**The Office of Faculty Development would like to thank our collaborators in Student Affairs, Academic Affairs, and Mission and Heritage.**