



UNIVERSITY OF CENTRAL FLORIDA

**TEXTS *and*
TECHNOLOGY *Ph.D.***
COLLEGE OF ARTS & HUMANITIES

Fall 2016 Workshop Series
Classroom Management and Discussion
September 20, 2016

Before class, take their temperature

- A Twitter assignment
- Have them send in questions, images, songs, videos related to that day
- Have them do response blogs after reading but before class
- Then, **use their pre-class thoughts as a jumping off point**

Strategies to get students to participate

- **What are questions for?**
 - Two big strategies:
 - Promote understanding (analyze, apply, try multiple perspectives, synthesis)
 - Promote interest (personal experience, contemporary examples)
- **What kinds of things should you ask?**
 - Boring-Baseline-Basics questions, like factual questions, can get them started
 - “How” and “why” questions
 - “What if” questions
 - If your questions are too broad/big (I struggle with this):
 - Have them write about it or work in groups
 - Rephrase
 - Back up a few steps “Okay, well before we try to say what the author would say about Y, what did they say about X in the article?”
 - PRO TIP: Script out your questions in advance
- I guarantee you are not waiting long enough. **Count 3-5 Mississippi-s.** Think about it: They need to:
 - Process what you’ve said
 - Consider what they know
 - Formulate an answer
 - That takes time!
- After they answer, **respond to their answers**
 - “That’s really interesting!”
 - Ask a follow up to be clear
 - Repeat their answer back, using key terms/vocab if they didn’t
 - When there’s a connection, refer back something someone said earlier; it helps them feel like their contribution is valuable

- “What questions do you have?” assuming they have them

Troubleshooting

- Change it up. “Lecture for a while and then discussion” shouldn’t be how you do every class.
- You don’t have to be omniscient—look it up and get back to them
- **Help, they’re just staring at me! Help, I didn’t plan enough material!**
 - 1 minute paper
 - Think/pair/share
 - What are 3 things you were confused about, or want to hear other people’s thoughts about?
- **Help, one student talking too much! Help, some students are not talking!**
 - Put them in groups or pairs, then walk around and say encouraging things, and they might then be willing to share it to all
 - Give them more time to think and make the talker wait to talk again
- **Help, my class is gigantic and strategies I use in smaller classes don’t work!**
 - <http://www.facultyfocus.com/articles/blended-flipped-learning/flipping-large-classes-three-strategies-engage-students/>

Classroom climate and safe space

- You have to establish, as a teacher and collectively as a class, what’s the appropriate way to have discussions.
 - In person there will be a weight of social acceptability (that could be good OR bad)
 - The baseline needs to be: **Respect others, engage them with empathy, consider them as humans, and acknowledge their understanding/experience is different than yours**
- Ultimately, **you have the power in that room. With power comes responsibility.**
 - If things start to go south, have them talk to you as the facilitator instead of each other
 - Talking about “those people” (good OR bad)
 - Keep them on topic/the reading
 - “I” statements, reminding them that nobody is the representation of an entire group
 - Everybody/Always statements generalizing groups are a problem. Get them to ground it in a specific example, such as from the text
 - Point out unaddressed issues or assumptions they made or categories they missed
 - Redirect or restate problematic statements
 - There’s a fine line between “I was penalized for disagreeing/This teacher only likes ideas that are x” and “You are being held accountable for making the classroom unsafe for marginalized students.” They will draw it in a different place than you do.
 - My strategy: “You can think inequality is awesome, but you can’t think it’s natural.”
- Particularly if you’re dealing with controversial subject matter, let people know it’s okay to have a reaction. Being able to be ok with being uncomfortable is an important life skill, and they will be less uncomfortable with being uncomfortable if it’s expected.
- Trigger warnings: Letting people know in advance about potentially distressing topics. Initially, they were formulated around trauma, but they’re not always used that way anymore.
- Use an optical illusion or ambiguous picture to introduce the idea of looking at the same thing and seeing something different
- Six Provocations for Safe Space: <http://prezi.com/kznmmptun2t>

Social media and online discussion

- How's it the same? How's it different?
 - It gets nastier quicker because there's less empathy and less immediate sense of consequences
 - Try to stay on top of it with timely responses
 - Be direct about acceptable/unacceptable kinds of discourse
 - Talk to individual students who cross the line and those who are targeted

Resources

You're not a social worker. You can't solve their problems. But you can and should be proactive, notice the ones who are struggling, and try to get them in touch with resources. They won't ask.

Guide to Teaching at UCF (full PDF) -

http://fctl.ucf.edu/facultysuccess/semesteressentials/content/teaching_at_ucf.pdf

Produced by UCF's Faculty Center for Teaching and Learning, this is the first stop resource for all faculty including instructors of record. There is an essential section on UCF Regulations, Policies, and Procedures that includes emergency information, discrimination policies, and course specific guidance, such as, textbook compliance and copyright regulations. There is an additional 90 pages of information regarding course set-up, classroom management, and instructional strategies. Furthermore, there are listings of faculty development and support, which includes resources for distributed learning, diversity and inclusion, student accessibility services, and other organizations that can assist faculty members.

Faculty Center for Teaching and Learning - <http://fctl.ucf.edu/>

All faculty levels, including GTAs, can use the resources on this website or visit the center located in CB1 207. There are extensive resources for teaching and learning

<http://fctl.ucf.edu/TeachingAndLearningResources/> including class management resources

<http://fctl.ucf.edu/TeachingAndLearningResources/ClassroomManagement/> on topics like academic integrity, classroom atmosphere, "best practices" (including discussion ideas), and classroom security. In addition, there is a specific page of resources for GTAs

<http://fctl.ucf.edu/Events/GTAPrograms/> that lists training options and the Creative Commons Open Textbook, which has a particularly useful online writing textbook with quiz questions that you could use to help refresh students' writing skills <https://www.boundless.com/writing/>

UCF Cares - <http://cares.sdes.ucf.edu/>

UCF Cares is a valuable resource that provides well-being services for students. Students can receive help with a wide variety of well-being concerns including lack of food, homelessness, employment help, legal advice, addiction, safety, and community resources for many well-being issues as well. As an instructor, there are resources available to learn the signs of students in distress <http://cares.sdes.ucf.edu/docs/Faculty%20Resources.pdf> and how to assist students in distress <http://cares.sdes.ucf.edu/docs/Faculty%20resources%20flyer.pdf>. There are also printable flyers that are available to publicize the services to your students. If you have concerns about a student, you can use their Student of Concern Form https://cm.maxient.com/reportingform.php?UnivofCentralFlorida&layout_id=10 which notifies and allows UCF Cares to follow-up with appropriate assistance.

Counseling and Psychological Services - <http://caps.sdes.ucf.edu>

Students can call or walk in to set-up an appointment to see a counselor or take advantage of the many group workshops <http://caps.sdes.ucf.edu/groups> They also support students in crisis situations and can aid students with various mental health concerns, such as, anxiety, suicidal feelings, academic difficulties, anger, and substance abuse.

UCF Office of Diversity and Inclusion - <http://diversity.ucf.edu>

The Office of Diversity and Inclusion website offers training opportunities for faculty, staff, and students <https://diversity.ucf.edu/files/2016/08/Unity-Star-Fall-2016.pdf> including workshops on disability, gender issues in communication, a safe zone series, secular and religious awareness, understanding power and privilege and many other interesting topics. Courses are free (unless otherwise stated) and many of the workshop series lead to certificates in diversity inclusion. There are also events, training, and groups surrounding diversity issues for students, including an opportunity to join two mentoring programs <https://diversity.ucf.edu/students/>

UCF Writing Center Resources for Faculty - <https://uwc.cah.ucf.edu/faculty-information/>

The faculty section of this website features materials to introduce the Writing Center to your students including an introductory video and slide show, as well as, printable materials. You can also request for a Writing Center faculty member or tutor to provide various types of presentations for your class with regard to any stage of the writing process. There is a statement to copy and paste into your syllabus in order to let your students know about this resource.

Writing Across the Curriculum - <http://wac.cah.ucf.edu/>

This sister program to the Writing Center focuses on adapting writing assignments for subjects outside of English. Departments include Communications, Film Studies, and History. You can also schedule an individual consultation <http://wac.cah.ucf.edu/schedule-a-consultation/> for more information on how to best tailor writing assignments for your course. This could be of particular use to Texts and Technology students who do not come from an English-related background.

Other Resources for Instructors

- <http://cft.vanderbilt.edu/guides-sub-pages> Vanderbilt University's Center for Teaching has this resource list of about 85 separate guides relating to university instruction. This extensive and varied list of teaching strategies includes specific theories and implementation ideas, such as, Metacognition, Just-in-Time Teaching, and Classroom Response Systems.
- <http://citl.illinois.edu/teaching-resources> The Center for Innovation in Teaching and Learning at the University of Illinois has resources for designing and implementing courses. One article includes a list of additional resources on leading discussions <http://citl.illinois.edu/teaching-resources/teaching-in-specific-contexts/leading-discussions>
- <http://www.facultyfocus.com/> Their topic list located on the right side of the home page lists an abundance of resources including effective classroom management, instructional design, online education, and effective teaching strategies. There is also a newsletter subscription, conference listings, and podcasts available.
- <http://www.cultofpedagogy.com/> Although this site supports teachers from every level of education, some of the materials can be applied to a higher education environment. The podcasts especially focus on aspects of teaching theory that can be adapted to any level.