

Twitter Hashtag: #aaptnfw



# Managing Student Behavior

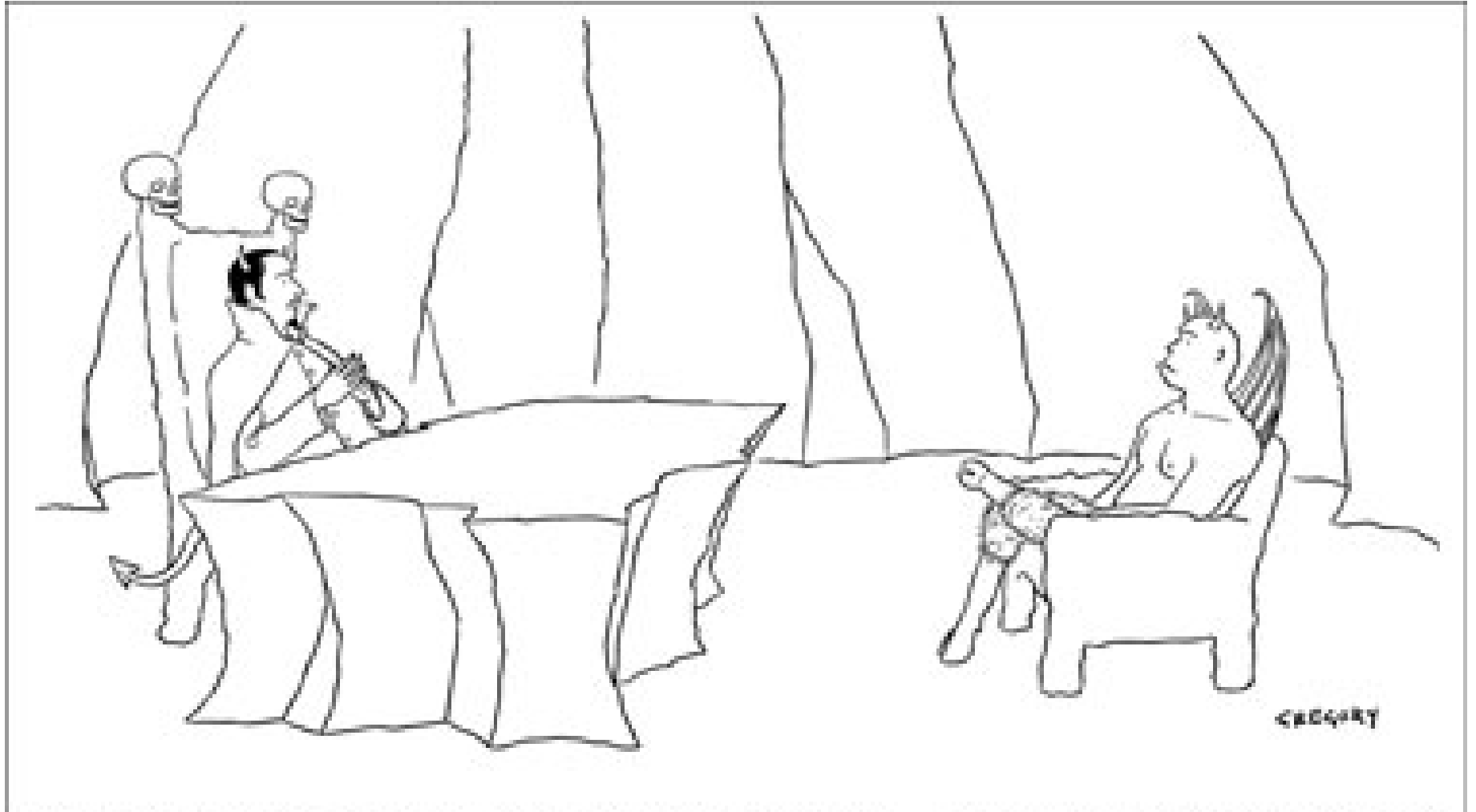
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***I need someone well versed in the art of torture –  
do you know PowerPoint?***

# Big Concerns for New Faculty

3. Where do I find the time to earn tenure, teach well, get grants, and still lead a reflective balanced life?
2. Where do I find parking?
1. What do I do if a student stands up during class and “gives me the finger?”

# What is the worst thing that could happen in your class?

- At your table, brainstorm plausible “worst case scenarios”

# Mini-Case Study

- Hermione is your perfect student. She always the first person to blurt out answers posed to the class and constantly asks questions.
- You really enjoy how engaged she is, but specifically what do you do when students from your class come to office hours to complain about her behavior?

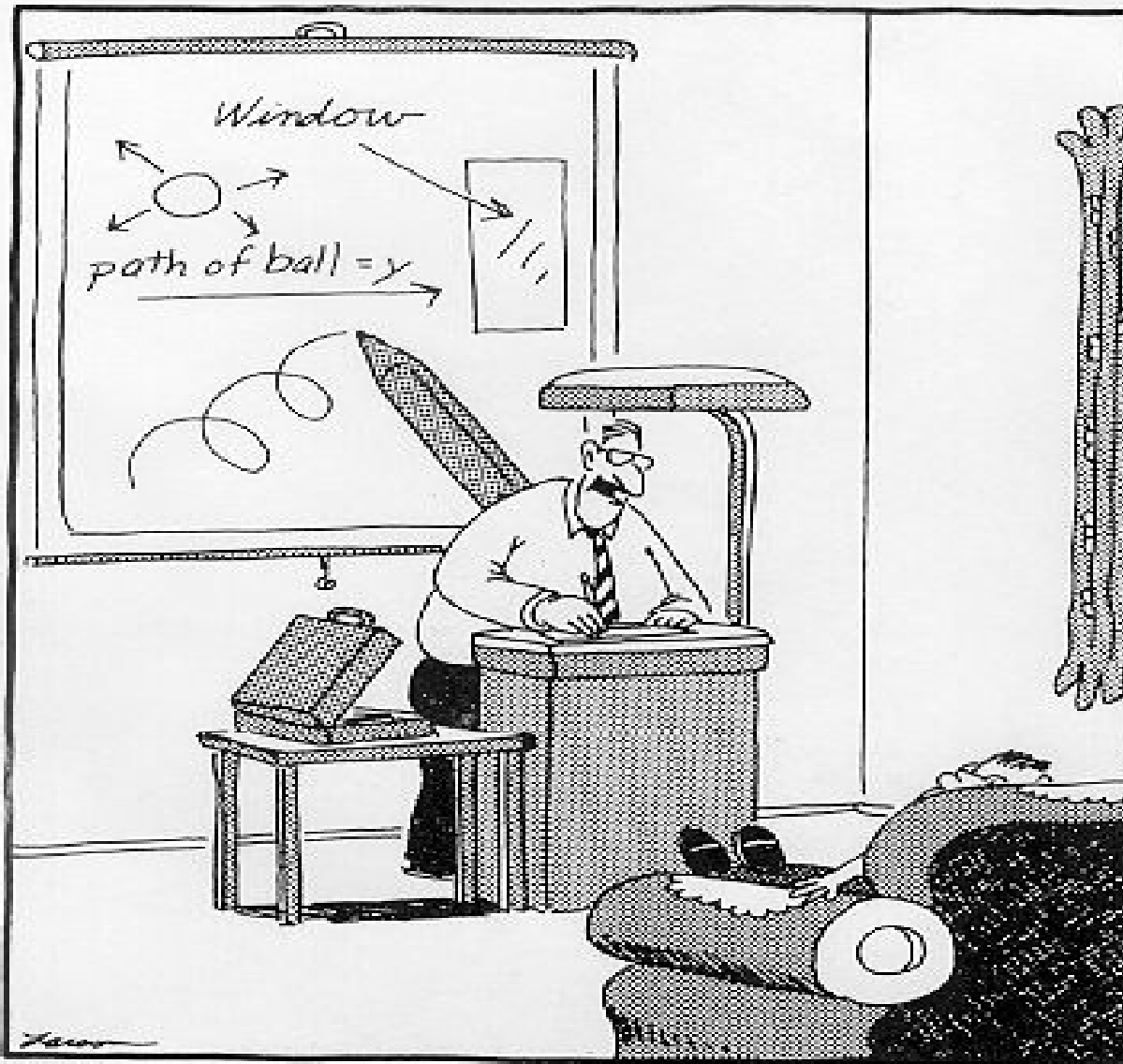
PI: How well do enthusiastically delivered, cleverly illustrated, and precisely articulated lectures work?

1. **A:RED**: Works great for most students
2. **B:ORANGE**: Only serves to motivate self-study
3. **C:GREEN**: Has essentially no utility or value
4. **D:YELLOW**: Is best for brightest students

*Do not discuss your thinking with others until given permission to do so!*

# Some classic research results

- Verner & Dickinson (1967) found only 66% of students showed signs of attention to lectures after 18 minutes and no students were completely attentive after 35 minutes
- Trenaman (in McLeish, 1968) found students to assimilate appreciably less after the first fifteen minutes, and after thirty minutes either ceased to take in anything further or forgot what they had memorized earlier.
- Lloyd (1968) found the number of facts taken down by students in their notes to decline steadily until the last ten minutes.
- Johnston and Calhoun (1969) found the middle of a talk less well remembered than the beginning and end.



***We professors  
often forget  
how we  
learned!***

Eventually, Billy came to dread his father's lectures over all other forms of punishment.

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# Lectures have an important role

- You can enthusiastically emphasize the important points from the textbook to help frame and guide students' reading
- You can share the stunning images that science affords and present the newest, cutting-edge discoveries and dilemmas.
- You can emphasize the human nature of the enterprise

**Students can learn a tremendous amount from lecture when they have a need to hear it**

#aaptnfw “How are you going to keep students intellectually engaged next semester?”

Today's Students....

# Today's Students....

- Are NOT you!
- live in a world where “to Google” is a verb, and subsequently do NOT value someone spewing facts in the front of the room
- they know they can see it on *YouTube* some other time

**BOTTOM LINE:** If you stand and deliver facts they can get online, you're going to have behavior problems.

*That's just the way it is.*

# Managing Student Behavior

Students that are intellectually engaged are NOT:

- Reading the newspaper
- Commenting on their friends' Facebook status
- Talking with their classmates off-topic

And they are not bored or misbehaving because they are too busy learning to cause behavior problems

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History repeats itself.

Which may explain why it is so boring.

# An ounce of prevention is worth a pound of cure

- Tell students what your pet peeves are  
*(Give them a bulleted list)!*
- Tell them **WHY** these disrupt the learning environment other students desire
- Tell them several times during the semester *(they have lots of other classes and naturally forget)!*

# Mini Case Study

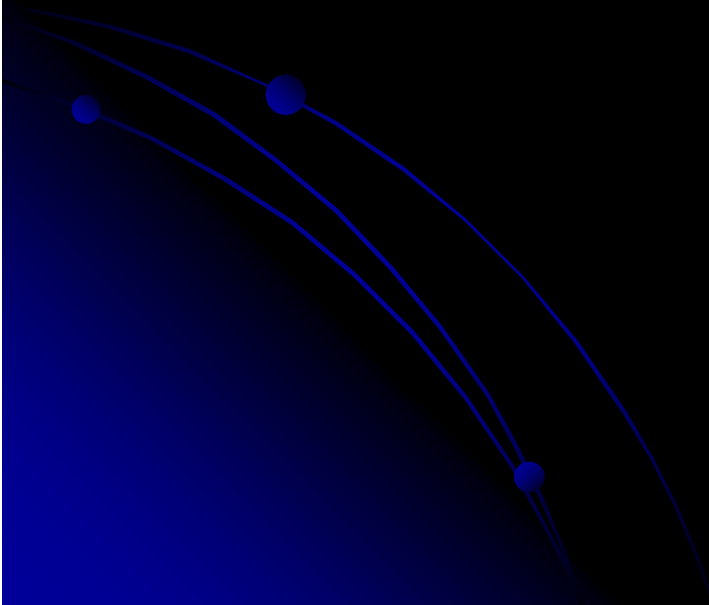
- Chris notices during class that a group of student athletes are loudly joking around during class when they are supposed to be completing a group activity. Chris decides to confront them; what should Chris say?

- Pat has been assigned to teach Algebra-based physics for pre-med and architecture students. The next class meeting after the first test, some students were pretty upset and began to challenge the difficulty of Pat's test based on the low grades they received.
- "Everyone failed" the exclaimed! Pat was so rattled that class was ended early.
- What do you advise Pat to do during the next class meeting? What should Pat definitely NOT do the next class meeting?



# Burning Questions?

- Do we need to deal with any of your listed, plausible “worst case scenarios?”



Talking  $\neq$  Teaching

*Any more than*

Listening  $\neq$  Learning

*Focus on class time as learning  
time, not as “download  
information” time*



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# Audience Plant #1

About two minutes after I propose that groups start brainstorming about, “What is the worst thing that could happen in your class?”, I need you to stand up, and loudly interrupt the class activity saying, **“Excuse me, EXCUSE ME, we paid a lot of money in tuition here to learn about how to manage student behavior. How does this group activity stuff help me? This seems totally stupid; why do we have to do this?”**

Please feel free to ad-lib and “ham it up” Have fun with this!

# Audience Plant #2

About 15 seconds after I ask the Peer Instruction:  
think-pair-share question, “TPS: How well do enthusiastically delivered, cleverly illustrated, and precisely articulated lectures work?” I need you to stand up and interrupt me and say, **“You know, I lost my clicker, and I really need today’s participation and attendance points, do you have another clicker I can use? They are too expensive for me to buy; my rent just went up and I got a parking ticket...”** Feel free to “ham it up” and “ad lib” all you can – have fun with this!

# Audience Plant #3

When we start to do a think-pair-share clicker question, TPS: How well do enthusiastically delivered, cleverly illustrated, and precisely articulated lectures work? a student will start to complain loudly about how they lost their clicker. I need you to join in. **Please stand up and loudly start complaining about the cost of the course textbook, the lab fees, how you don't want to highlight your book like the professor has asked because you need to sell it back, etc.**” Basically, just complain about anything you can think of. Ham it up, have fun with this! We need to keep the other participants awake!

# Audience Plant #4

Toward the end of the session, I'll put up a slide that says, "An ounce of prevention is worth a pound of cure" As I start to talk about it, **Could you please disruptively get up and loudly answer an imaginary cell phone call during class and have a loud conversation?** Be loud, be obnoxious, ham it up, have a good time acting!



# Audience Plant #5

(near the front)

I need some acting help to make today's session work. I'll put up a slide that says, "Some classic research results" when I'm about half way through it, **could you put your head down on the table and start snoring loudly?** If you can't snore loudly, please ask the person next to you to do it while you pretend you're asleep.

# Audience Plant #6

(near the front)

I need some acting help to make today's session work. When first I put up the slide that says, "Lectures have an important role", **could you put on your headphones or ear buds and dance around in your seat as if you were listing to music instead of listening to me?** If you don't have ear buds, you can cover your ears and pretend to be listening to an IPOD or something. Please ham it up, have a good time with it, the goal is to keep the rest of the participants awake!