

Most Uncivil Classroom Behaviors

Wendy Bjorklund and Diana Rehling, Student Perceptions of Classroom Incivility

1. Talking after being asked to stop.
2. Coming to class under the influence.
3. Allowing a cellphone to ring.
4. Nonverbally showing disrespect.
5. Swearing.
6. Sleeping.
7. Making disparaging remarks.
8. Arriving late/leaving early.
9. Texting.
10. Packing up books/things before class is over.
11. Using electronic devices or non-class activities.

Faculty Responses to Incivility

Understanding Student and Faculty Incivility in Higher Education. Kristen Frey Knepp
The Civil Classroom in the Age of the Net. P. M. Forni

- 1) Use course syllabus or *Academic Fairness Covenant* to reinforce expectations for behavior.
- 2) Deal with incivility when it occurs and refer to syllabus for reinforcement.
- 3) Define clear expectations for student behavior the first day of class. Define what you allow and don't allow. Gather student input in the development of the class code of conduct and class behavior expectations (ask – what bothers you?)
- 4) Decrease anonymity by connecting with the students. Learn student names, something about each one. Be accessible before and after class for conversations.
- 5) Present engaging lectures at a moderate pace.
- 6) Explain the benefits in taking the class, and taking the class from *you*. Go over what your role will be in their journey of learning and growth.
- 7) Educate students on the difference between knowledge retention and knowledge retrieval. (The Net provides knowledge they need, where they go to get their questions answered. This devalues the teacher. Knowledge retention is critical to cognitive and emotional functioning. Without reference to retained knowledge there is no effective thinking)
- 8) Encourage active learning and interaction. (small group discussions, class discussions) Encourage class preparation by assigning certain questions/tasks for students to work on.
- 9) Seek feedback from students thru online survey or evaluation regarding the learning environment.
- 10) Do not compromise on teaching standards as outlined in the syllabus. Uphold the requirements. One wavering faculty member makes it difficult for the entire institution.
- 11) Treat yourself and your colleagues with the respect experts deserve. This includes titles.
- 12) Document *every* incident involving student misbehavior and report it to the Department.

Academic Fairness Covenant

Course: _____

Instructor/Professor: _____

What I expect from you:

Examples could include: That you are punctual for class, that you do not receive or make telephone calls, that you respect what I and your fellow students have to say, that you come to class ready to ask and answer questions of substance on the day's readings, that you be mindful of time constraints when making presentations, that you will concentrate exclusively on this course during class hours.....

What you can expect from me as your professor.....:

Examples could include: That I will be punctual for every class, that I will give everybody a fair share of my attention, that I will prepare you for your tests, that I will grade the quality of your work rather than the amount of time and effort you spent on it, that I will work to make you perform at your best.

Read the covenant to your students on the first day of class and ask them whether they are willing to abide by it. Bring copies on separate sheets. After the students provide approval, then staple to the syllabus or tell them to put it with the syllabus.

Never argue or raise your voice. Never cease to be clear headed, temperate, considerate, and compassionate. In a difficult encounter with a student, imagine that you are being videotaped and that the tape will be shown to your colleagues and Dean.