

Strategy-Activity Description

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Research conducted by Applegate and Lasley identify inadequate classroom management, student resistance and the stress associated with those elements as the number one reason instructors decide to disconnect from teaching. Because we should aspire to keep our instructors in the classroom, the discussion will aim to accomplish the following **goals**:

- 1- To familiarize the students with real-life situations of college student misbehaviors
- 2- To equip students with the basic knowledge needed to confront student resistance
- 3- To engage students in creativity and problem solving by exposing them to several practical scenarios that will prepare them to confront compliance-resistance problems in the classroom.
- 4- To provide students with an opportunity to apply their knowledge about compliance-resistance and to expose them to direct confrontation with practical issues and problems concerning classroom misbehaviors.

The activity is grounded on *experiential learning* theory <http://tip.psychology.org/rogers.html> . Experiential learning focuses on the application of knowledge. It also encourages the instructor to confront the students with practical issues and problems. In addition, it motivates students to share their feelings and thoughts about matters of relevance to them.

The theory will be carried about through a combination of discussion and case methods strategies. <http://www.gmu.edu/resources/facstaff/part-time/strategy.html>

The first task consists of reviewing the *Compliance-Resistance in the College Classroom* article and engaging in a discussion about the article. The second task involves viewing YouTube clips showing scenarios of resistance in the college classroom and finding ways on how to address them and prevent them. And third, the students will break into four groups. I will give each group a different scenario based on compliance resistance. The students' task involves reading the scenario and coming up with original/innovative Behavior Alteration Techniques (BATs) or Behavior Alteration Messages (BAM) to address the misbehavior.

The strategy aims at handling misbehaviors associated with today's classroom environment. Because a the majority of the research conducted in this area took place about 20 years ago, many of the most common student-misbehaviors teachers face today are not covered on the readings. The outcome of the students' work, therefore, has practical implications since it has the potential for assisting other new teachers facing the same situation.

Student Misbehavior Scenarios

(Based on scenarios provided by Kearney, Plax, Sorensen and Smith on *Experienced and Prospective Teachers Selections of Compliance-Gaining Messages for "Common" Student Misbehaviors*.)

Situation One:

Linda is completely turned off by the college course you are teaching. She sits passively in class day after day, making little or no effort at all to participate in class or do homework. She's never prepared and never answers your questions correctly. Please develop a behavioral alteration technique to handle the situation

Situation Two:

Jim loves to use his cell phone for texting. Even though he normally limits his texting to the class break, once in a while he distracts you and others in class with his texting. Please come up with a behavioral alteration technique to deal with the situation of those rare occasions when he is using his cell phone in class.

Situation Three:

Pam is persistently overactive in your class. She is always dominating the class by asking a lot of questions and seems to be continually looking for an argument. Her behavior is distracting to you, the class and the lesson. Please come up with a behavioral alteration technique to deal with the situation.

Situation Four:

Even though Mike typically pays attention to your lectures and instructions, sometimes he fails to listen actively to you. Instead, he may be surfing the web or watching movies on his laptop. Please come up with a behavioral alteration technique to deal with those infrequent occasions when he is not paying attention.