

Effectively Responding to Varied Levels of Behavior

Kevin Kelly, EdD; Lecturer; Department of Equity, Leadership Studies & Instructional Technologies; San Francisco State University [00:00:14] In the online environment, we as instructors sometimes see what might be called low-level examples of incivility. And typically, my understanding is that these are students who are demonstrating a lack of awareness. They're not considering what life might be like for the other students in the group or in the entire class. And this presents a teachable moment.

Jennifer Embree, DNP, RN, NE-BC, CCNS, FAAN; Clinical Associate Professor; Department of Community & Health Systems; IUPUI [00:00:39] A low-level disruptive behavior, uncivil behavior in the synchronous environment might include students being on their phone, leaving their computer unmuted, so we hear background noise or we hear conversation that we should be privy to.

Angel Herring, PhD; Associate Professor of Child and Family Sciences; School of Child and Family Sciences; The University of Southern Mississippi [00:01:02] There's always the possibility that they could have several other tabs open and could be scrolling through things on the internet because we, we are not able to see that they are doing that like we would in a face-to-face course. You might be teaching a lesson or in the middle of presenting content, and you might see some questions come up in the chat box that say, I don't understand why I made the grade on that I made on my last assignment, or I have a question about, or did you see my email? That's a popular one.

Deninne Pritchett, PhD; Chairperson and Faculty Member; Department of Psychology; Central Piedmont Community College [00:01:26] So if a student is sleeping in your class, it may not be because they don't care what you're saying. It could be because they work two jobs, and this is the only opportunity they have to sleep. And so, I need to find a way to connect with that student to highlight the importance of what they're doing in class. Students do not always self-disclose that. So, you have to communicate in a way that displays care and concern for all students.

Jennifer Embree, DNP, RN, NE-BC, CCNS, FAAN [00:01:50] So what can we do to help them and really be more supportive versus being? I'm sorry, but you're not invited back to class anymore. You know, making them feel like that because they're having issues we are still going to support of. But these are the expectations going forward.

Julie, Student; IUPUI [00:02:08] She is really coaching you to be, you know, to reach to higher levels. And I think that sticks with you more than being punitive or taking away points.

Kristina Ruiz-Mesa, PhD; Associate Professor & Basic Course Director; Department of Communication Studies; California State University, Los Angeles [00:02:25] So as a communication professor, one of the things that I value is open communication in the classroom. The challenge of open communication in the classroom is that it's open, meaning that mistakes are going to happen. People are going to speak quickly; they're going to react. They are going to say things in the heat of a conversation that is not aligned with our community goals, with our communication goals for a classroom.

Deninne Pritchett, PhD [00:02:48] If I understand the motivations of others and I understand interpersonal skills and interpersonal skills, my communication is going to be better. I am going to understand that while you may respond to me in a way that is curt, it may be a result of something else you're experiencing and experiencing in your life and not because of me. So, I'm not going to take it personally, which allows my

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response to be different.

Kevin Kelly, EdD [00:03:14] When we see behaviors that might reach what we called mid-level or high level of incivility, then it's time to take a more direct stance if it's necessary. If there's some sort of not only a microaggression, but a clear aggression, a confrontational comment or something like that. I might ask the student to edit it, or I might just take it down with a comment to other students saying this was inappropriate for this course. And so, we're removing the thread.

Jennifer Embree, DNP, RN, NE-BC, CCNS, FAAN [00:03:45] If I see any behavior getting a little edgy in the classroom, taking them back to as we discussed in class. As you read in your syllabus and agreed to, we talked about these expectations. We also talk about your expectations of the environment and that we all own the classroom, we all own the environment.

Kristin, Student; IUPUI

[00:04:08] If it's something that she needs to intervene immediately. She will. Otherwise, she might take the student off to the side and talk to them one on one, maybe to see what's going on. If there's something maybe in their personal life, she is someone that really cares about her students and their success.

Kevin Kelly, EdD [00:04:25] I start by not making any assumptions. I don't want to assume that what the students are doing is intentional, and it's not meant to hurt someone else. But typically, I will make a direct appeal to the student via email and schedule a time to chat just to get to the root of understanding, but also to reestablish that community spirit that we built together at the beginning of the semester.

Kristina Ruiz-Mesa, PhD [00:04:51] As educators, we have to have a mechanism in place to address problematic comments, to address hurtful comments. And so how I do this is based out of social justice work that has been going on for the last 15 years or so in communication and in other fields. And that's the oops and ouch rule. And the oops and ouch rule are opportunities that individuals have to stop the conversation. And so the oops is when someone says something a foot in the mouth moment when you realize that the words that came out just were not what you meant to say. And you can stop the conversation and redo it. The ouch is when someone says something that's hurtful and you're like, I want you to know that you just hurt me with your words. We want to interrupt the hurtful language, interrupt the problematic statement and talk about it and say, why was that hurtful? Why did you say this? And having those open conversations allows us to get further as a community and it allows us to get back into the material.

Jennifer Embree, DNP, RN, NE-BC, CCNS, FAAN [00:05:56] If a student comes to me and is having problems with another student that and they want to address that, I will coach them in, talk to me about what concerns you most about the situation. Help me understand what you're feeling, what you're saying. Let's practice with the emotion that you experience first and how do you then stop feeling that emotion so that you can deal with the situation and that you can have the conversation?

Julie, Student; IUPUI [00:06:30] In these online courses and environments there is often group work that you ask us to do, and I find that I end up doing a lot of the work because I'm, I just like to get things done. I'm a bit like a very structured in that way and if people do not pull their weight, I have difficulty getting them to pull their weight or to pull their weight in the timeline that I feel it should be done by.

Jennifer Embree, DNP, RN, NE-BC, CCNS, FAAN [00:07:01] Do you think having maybe having a private conversation with someone in the group that would be helpful to say, I don't need to know what's going on, but I need to know how I can help you continue to be a member of the group, continue to support the other group members, because this is about all of us. We want to help you, but we all want to be

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successful.

Julie, Student; IUPUI [00:07:22] She would give lead questions about changing that behavior or statement, but it wasn't in a way that you felt like shamed or that you made a mistake. It was just a coaching method that you can use in your own life and with any kind of conflict that you have to deal with.

Tosha, Student; IUPUI [00:07:44] Some of the skills that Dr. Embree has given to us are being active listeners, asking questions and approaching the situation in a calm manner. Three things that I feel like are very important when approaching or handling a critical conversations.