

Strategies from 2013-2014 Cohort

Group 1 – Unresponsive Students

- Divide and conquer
- Walk around the class, in between students
- Motivate with candy or bonus point or...(Quick answer, quicker leave)
- Pick a student to answer (if know for certain they know). Be careful here...
- Breakdown the question into smaller ones
- Start by asking T/F questions
- Tell jokes!
- Having a vote on the answer
- Clickers! Cards! Whiteboards

Group 2 – Monopolizer (student behind in class)

- Recognize questions are important; ask them to write it down (bike rack) until later (after class?)
- Have background reading for all students → do quiz at beginning of class
- Community guidelines
- “Does anyone have questions?”
- Ask other students to answer that question
- Check-in with the student one-on-one “how are you doing?”

Group 3 – Monopolizer (overly enthusiastic answering all Qs)

- Identify groups/subgroups to answer questions
- Controlling who answers or talks by using “talking stick” or balls
- Engaging other students in answer “What does everyone else think?”
- Acknowledge that they are smart* and ask rest of class for opinions
- Have a one-on-one conversation
 - o Compliment their skills
 - o You’d like to know how others are doing
 - o They can add questions/answer at end
- Community guidelines (raising hands)
- Divide into groups – groups answer one by one

Group 4 – Chaos in group (out of control conversation)

- Acknowledge Qs – and opinions
- Put aside (bike rack) → and make sure you come back to it!
- Repeat task and question you asked – relate back to question
- Name calling not okay! Be firm → Discuss how debates have to happen appropriately and safely

- How to deal with ethics or working with animals?
 - o Take time to talk about it!
 - o Acknowledge it
 - o Discussion of controversial topics
- If just talking over each other, then use teacher voice, whistle, etc. to get attention
- Community guidelines
- Use humour

Group 5 – Lab preparedness

- Give assignment the lab before → Prepare own instructions, fill out form (give marks)
- Dedicated schedule on wall → Students come up with it!
- Demo
- “You’re responsible for learning”
 - o Take time to read instructions, lab may take longer now
- Ask if anyone has questions beforehand
- Pairing them up with someone who knows what they are doing (divide into groups with specific tasks)
- Prioritize what’s important and check before continuing
- Relay important instructions to ALL students not just one
- Ask them to come to later lab
- If students storming off → give time, discuss what happened