Difficult Teaching Scenarios

How do you handle a student who asks too many good questions to the point where you aren't able to get through your lecture material?

- Mention office hours
- "Let's talk about this after class."

How do you handle students who wish to take a quiz or exam early if it's for a personal reason (e.g. Not ill, non-university related activity)?

- Kelly's policy: students can never take any exam late, but if they arrange it with her ahead of time, they can take an alternate exam early.
- Replace a midterm with the final exam
- Drop lowest quiz/homework/exam
- Use the testing center:
  - $7 fee for a student to take a test in the testing center
  - [http://testingcenter.utah.edu/](http://testingcenter.utah.edu/)

How do you manage exam or quiz collection to avoid a crowd of people and some students continuing to work on exam?

- Arrange proctors to help you (email Aryn DeJulis at the beginning of the semester to request exam proctors)
- For short quizzes, an option is to ask students to stay seated until the quiz time is up. To keep them occupied, try adding one "fun" question at the end of the quiz (draw me a picture, tell me a joke, what is your favorite restaurant, etc.)

What do you do if it appears a student is cheating (looking at a neighbor's exam or making excessive eye contact with you during exam)?

- Use exam proctors
- Stand right next to them
- Don't disrupt the class by calling them out
- Cheating prevention ideas: multiple versions of exams, assigned seating

How can you be attentive to students going to restroom during exam (possibly more than one at a time, possibly taking cell phone with them and googling exam content)?

- Ask them to leave cell phones and empty pockets before leaving the classroom
• Exam proctors

**How can you manage student questions after class not during an office hour?**
• Tell them to ask in office hours or by email

**How can you hand back homework assignments in an efficient way that doesn't allow students to see other students' grades?**
• You cannot allow students to see other students grades.
  o FERPA (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
• Write grades on the back (or names on back, grades on front)
• Assign students numbers
• Learn names and individually hand back assignments

**What do you do if students come to your office hours and continue asking questions after the office hour has ended?**
• Choose office hours so that you have a class/seminar/meeting directly after them

**A student asks you a long question, but you do not understand what he is asking. You ask him to repeat his question, but he refuses. What do you do?**
• Try to pick up on any word/part of the questions and start to answer the question that you guess the student might be asking. If it was not what the student was actually asking, he or she will rephrase the question.

**What should you do if you make a mistake on the board while you are lecturing?**
• Admit the mistake to the class, carefully correct the mistake, use it as a teaching opportunity.

**You are lecturing and you run out of time to finish the problem that you have already started. What do you do?**
• Try to avoid starting examples that you won't have time to finish.
• Students often have back-to-back classes on opposite sides of campus - don't go over your allocated lecture time.

**The semester has ended, and you have uploaded all grades to canvas, but have not yet submitted them to the university. A student sends you a long email trying to convince you that the grade that she has earned does not adequately describe her**
understanding of the material. (Perhaps she did very badly on the final exam, but did well on other assignments.) She tries to convince you to give her a higher grade. What do you do?

- Be clear about your course policies in your syllabus
- Emphasize fairness
- Keep all email exchanges professional

You are giving a quiz during the last ten minutes of class and the time is up. A student refuses to turn in the quiz, and keeps saying "one more second." What do you do?

- Tell the student that you need to leave and start to leave the classroom
- Put quizzes at the beginning of class

A student asks for an "I" (incomplete) grade in the course. What do you do?

- There are guidelines for when a student can receive this score
  - They must be passing your course
  - They must have completes 80% of the course work
  - http://catalog.utah.edu/content.php?catoid=5&navoid=351&hl=%22grading%22&returnto=search#I_Grade
- Ask your course coordinator for advice

A student comes up to you during the first week of class with paperwork from CDS stating that she has ADHD and needs special accommodation on exams. She is easily distracted, so she needs a quiet room to take her exams. The paperwork gives you two options - either you can provide this accommodation for her and find a quiet place for her to take her exam, or CDS can provide the appropriate accommodation. What should you do? What are the advantages and disadvantages of each option?

- No matter how small the accommodation seems, it is best to utilize the services of CDS. This will make your life much easier.

You give an exam, and grade the exam with your grader. After the exam has been graded and grades have been posted to canvas, you realize that there was a mistake on your solution and the exam has been graded incorrectly. What do you do?

- Possible courses of action: drop the problem, raise scores if students were correct, but don't lower scores that have already been posted on canvas.
- Don't rely too heavily on graders for exams. Potentially grade exams without a grader.
Mid-way through the semester, you realize that the final exam information in your syllabus is incorrect. You have posted an incorrect time and location for the final exam. What do you do?

- Tell the course coordinator
- Correct the information on your syllabus, email your students repeatedly, say the correct information in class every day
- To prevent this: email your syllabus to your course coordinator to check before giving it to students

What do you do if you have an accident and cannot come to school to administer your final exam?

- Call Della Rae

You show up to the scheduled room for your final exam and find another instructor and another class are there to take their final exam. What do you do?

- Call Della Rae, or the scheduling center: http://registrar.utah.edu/scheduling/

A student comes up to you after class and informs you that another student was dealing drugs in the back of your classroom during your lecture. What do you do?

- Tell your course coordinator and proceed following his or her advice

A student is upset with you, and when you try to leave the classroom he follows you. It is an evening class and it is dark outside and you are alone. What do you do?

- Call 801-585-2677 for a campus police escort.
- http://dps.utah.edu/services/safety-escorts/

You have warned a student that if he continues disrupting your class by talking to his friends, you will kick him out of class. He continues to disrupt, so you ask him to leave. He refuses to leave. What do you do?

- One possibility: Tell the class that if the student will not leave, then you will leave, and start to walk out.

A student sends you an email detailing exactly how all of the other students are cheating in your class. The email is aggressive and unfriendly. What do you do?

- Forward the email to your course coordinator.
• Respond seriously and professionally telling the student that their accusations are being taken very seriously and have been passed along to your supervisors.

You have an international student in your class. The student comes up to you two weeks before the final exam and tells you that she cannot take the final exam because she has already purchased a plane ticket back to her country, and the flight is before the exam. The date of the final exam was given to the student in your syllabus on the first day of class. What do you do?

• If you have a group final exam, there will be an alternate exam option and an alternate exam time already established.

• Clearly state the final exam time in your syllabus and tell students on the first day of class that if they cannot take the final exam at this time, they should drop the course.

A student claims to have turned in a homework assignment that is recorded as a zero on canvas. You check all of your files and cannot find the assignment. You ask the grader, and the grader also has no record of the assignment ever being turned in. The one assignment only counts for a very small portion of the student's final grade, but she is very upset by the zero and threatens to report you to the dean of the college if you do not correct the mistake. What do you do?

• Forward the email to your course coordinator and ask for advice.

You are giving your first exam. About five minutes before the scheduled class time is over, a student in the front row stands up to turn in her exam and throws up all over the ground in front of the class. The episode was caused by her test taking anxiety, and she is extremely embarrassed. You have a class of 80 students, and other students are lining up to turn in their exams. (You need to check their IDs for them to turn in their exams.) What do you do?

• Use exam proctors. If you were alone in this situation, you would have a very difficult time dealing with this. Exam proctors can take over collecting exams while you help the student and clean up the mess.

Half way through the semester, a group of students approach you after class and hand you a petition signed by the majority of your class requesting that you assign them less homework. What do you do?

• Talk to course coordinator (possibly have them address your class?)

• Be firm but understanding
• Address student expectations for success at the beginning of the semester
  ○ Try putting expected work time outside of class in your syllabus