

Changing the status quo

Proactive approaches to managing student resistance to active, student-centered instruction

What does (or how do you hope) active, student-centered instruction look like in your classroom?

Why do we implement active, student-centered instruction? (Tanner 2017)

- Give students an opportunity to think, talk, and receive feedback about the content.
- Encouraging, demanding, and managing the participation of all my students.
- Build an inclusive and fair classroom community for all my students
- Teaching all of the students in my classroom
- Supporting divergent thinking

Why might these types of learning environments cause anxiety in your students?

**Anxiety is the most common (41.6%) mental health concern for college students*

Group Work

Why might students feel anxious about group work?

- Collaboratively set expectations for how groups should interact
- Facilitate frank discussion between group members
- Assign rotating roles
 - ▣ Facilitator, recorder, summarizer, presenter
 - ▣ Add-ons: data collector, elaborator, checker

Interactive lecture

Why might students feel anxious about interactive lecture techniques (e.g. think-pair-share, peer instruction)?

- Alternatives to cold calling (Name out of a hat, elect a reporter, exchange a note card)
- Multiple hands, multiple voices
- Discussions about constructive and destructive behaviors