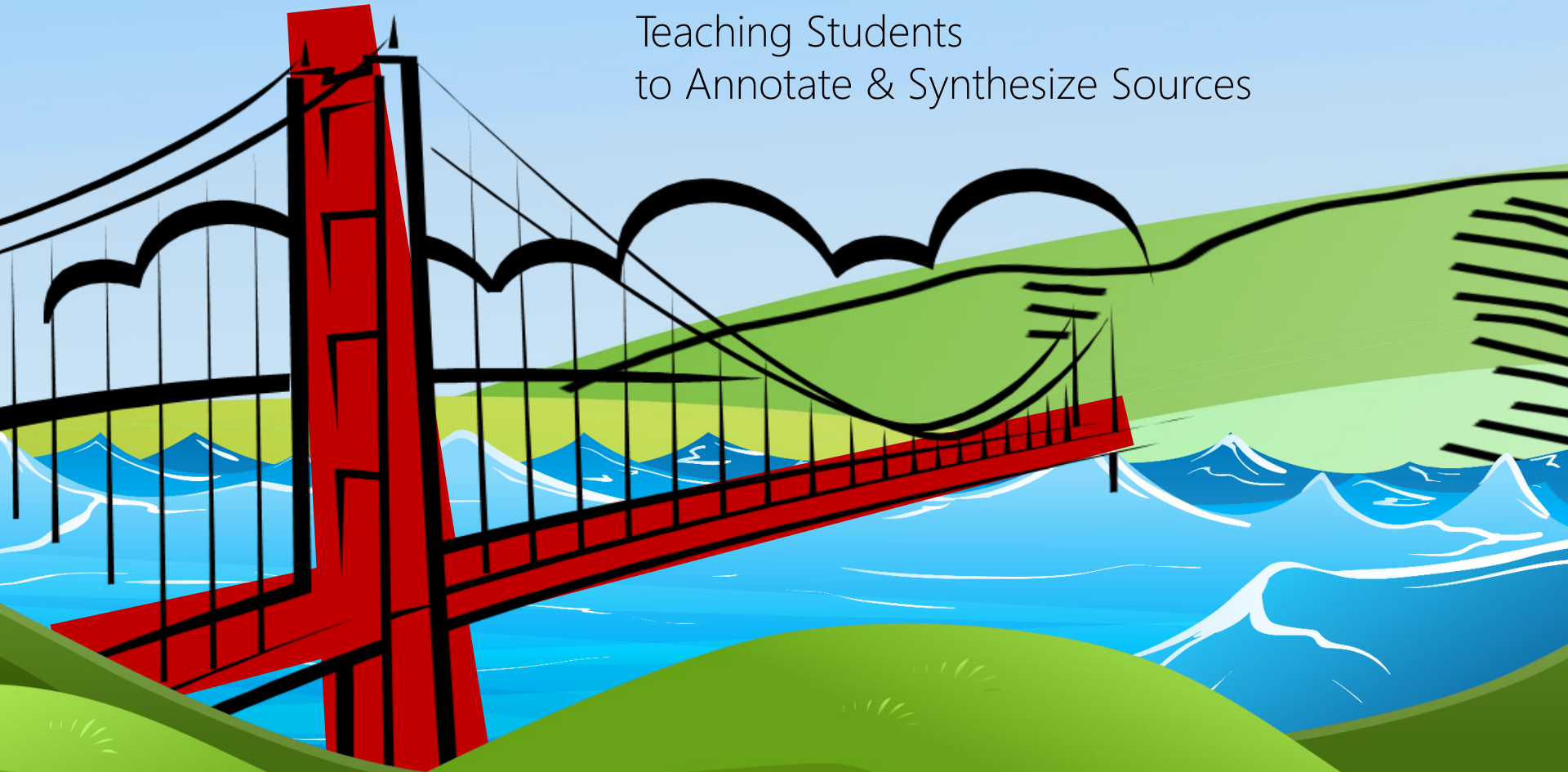


# Bridging the Gap between Faculty Expectation and Student Experience

Teaching Students  
to Annotate & Synthesize Sources



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# Agenda

Faculty Expectations & Student Experiences  
Activities

- Writing Annotations

- Reading & Synthesizing Articles

Buzz Group & Discussion

Think / Pair / Share

What **information literacy skills** do faculty at **your institution** say students lack?

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# Faculty Expectation

Faculty interviewed at the University of Rochester felt students could find information but that they **struggled with evaluating and interpreting sources**, a tendency to **summarize rather than analyze**, and **plagiarism** (Alvarez & Dimmock, 2007).

# Student Experience

Roughly a third of college students surveyed by *Project Information Literacy* report **difficulty in reading, pulling together, and citing the sources** they've found (Head & Eisenberg, 2010).

# Student Experience

Most had written only one “real research paper” in high school (p. 12) and many had **never seen or read peer-reviewed journal articles** before college. (Head, 2013).

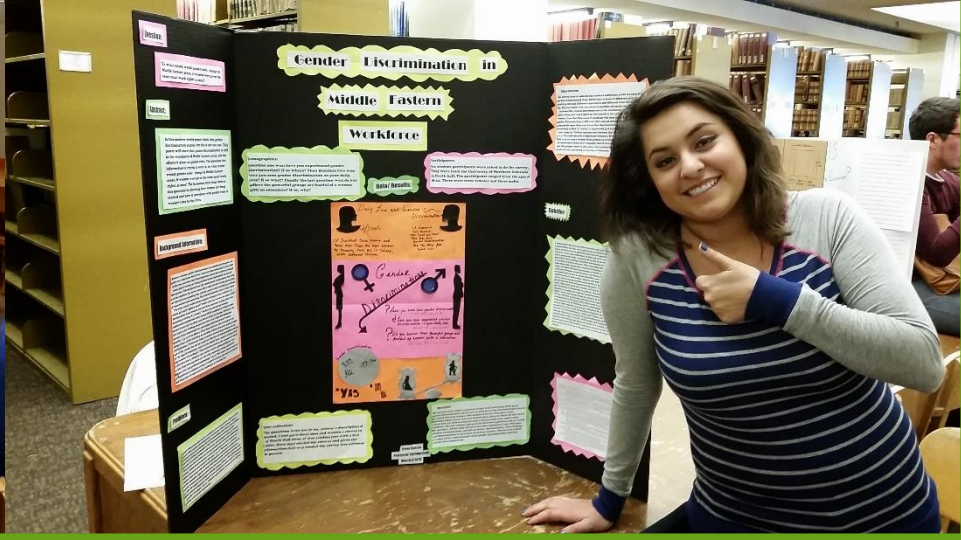
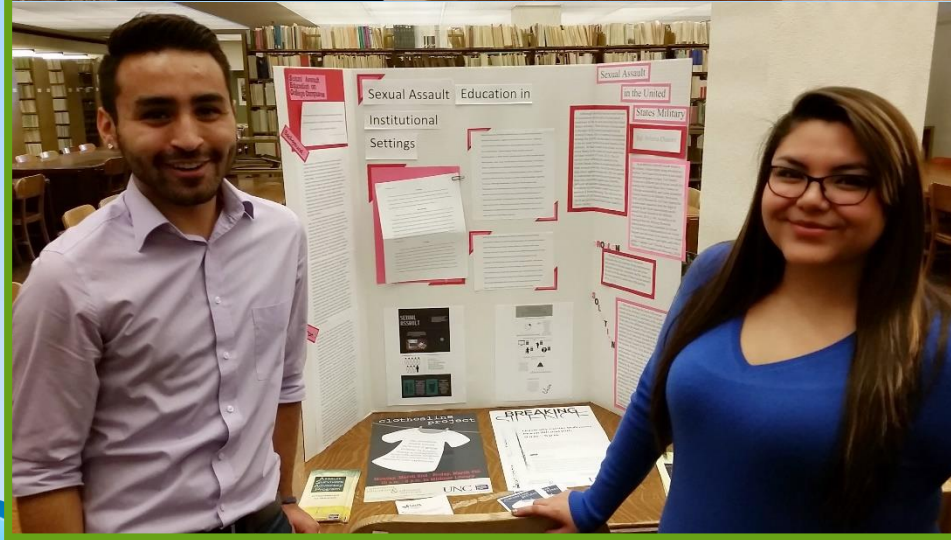
# What we want these assignments to do

- teach** students the IL skills that other faculty are noticing they lack: reading academic sources, source synthesis, and annotation writing.
- demystify** academic language and expectations and make assignment demands clearer and more transparent in their goals.
- empower** students with assignments that reinforce practical, repeatable, no-surprises IL skills.

(See also: **Scholarship as Conversation**)



# Annotated Source Sheets



# Annotated Source Sheets

What is the goal?

- want students to work on annotations throughout the semester, **not wait until last minute** to write bibliographies
- want students to better understand mechanics of annotations to **help reduce plagiarism**

# Annotated Source Sheets

## Source Sheet for Articles & Online Publications

Your name: \_\_\_\_\_

This sheet provides the basic outline for gathering the information you'll need to properly write an *evaluative annotation*. Complete one of these forms for each of the online publications (news articles, PDFs, documents, and government reports) you find and use.

For more info on formatting APA citations, see: <http://libguides.unco.edu/apa>.

### Part the First: Information about the item you selected

Author or authors:

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Corporate or Government author (if applicable):

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Date the item was published:

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Title of the article, web document, or report:

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Title of the journal this article was published in, or, if this is a newspaper article, write the title of the newspaper in which it was published.

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DOI or web site retrieved from (Do not write 'Summon.' Write the database name.)

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### TIPS on APA Formatting

*Remember to end each section with a period.*

→ **Authors:** For one author, use the author's last name and first initial. *Example:* Hudson, J.

For articles with two authors, follow the same format, using first initial only, separating authors with an "&" (ampersand).  
*Example:* Timberlake, J. & Lion, S.

→ **Date:** Write the date as (Year, Month Day). If there isn't a date listed, use (n.d.) for no date or just list the year.  
*Example:* (2006, March 15).

→ **Article titles:** Only capitalize the beginnings of sentences and proper nouns, **not** every word in the title. *Examples:*  
The politics of "fracking": Regulating natural gas drilling practices in Colorado and Texas.  
Relationship between Facebook use and problematic Internet use among college students.

→ **Newspaper titles** should be capitalized and italicized. If a newspaper has a common name, include information necessary to locate the source in square brackets after the title.  
*Examples:*  
*The New York Times*.  
*The Mirror* [Greeley, CO].  
*Race & Class*.

→ **Retrieved from** should include the full web address for the newspaper, web document or report. If the article has a DOI (digital object identifier), use that instead.

*Examples:*  
doi:10.1080/17404622.2012.700721  
<http://www.nytimes.com/>  
<http://www.deathpenaltyinfo.org/2008YearEnd.pdf>

# Annotated Source Sheets

**Part the Second:** Describe the item in detail so your audience knows what it's about.

Annotations are usually composed of three or more sentences about a particular source. Writing this is easier than it might appear.

Sentence #1: What is it about?

Pro Tip: Avoid using the first person (words like *i*, *we*, *you*, etc.) here. Be as **objective** as possible, and **specific** describe the studies made, the affected or interested parties, and what was revealed through the research. Use sample data and selected quotes to back up your points.

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Sentence #2: What **conclusions** are reached, and how does the author **support** them? Give an **example** from the data presented that best illustrates the value of this source.

Pro Tip: Be as **objective** as possible, and **specific** about its findings so that your audience understands its value.

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Sentence #3: How does this item **influence your view** of the topic?

Pro Tip: Here's where you tell your reader why this item is **important to your research**. What theme does it connect to for you? **What was the most valuable part** of this item that made you want to use it?

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You've just given yourself a head start to write an entry in an annotated bibliography.  
The rest is mostly formatting. Congrats!

# Annotated Source Sheets

How is it used?

- First use sets **framework for expectations**
- Students **peer review** their writing & ask questions on clarity of the content and source
- Sentences combined into paragraphs; bibliographic info **formatted to APA**
- Students free to return to sheets at any point for **guidance and clarity**; allow continued use if APA citations also included

# Annotated Source Sheets

Use in library one-shots & other courses

--PSCI 110 Global Issues

--ENG 123 College Research Paper

--Nutrition & Dietetics program are adopting

--LIB 150, 151, & 160

# Summary Table



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# Summary Table

What is the goal?

- give students strategies for **making sense of peer-reviewed articles**
- introduce students to **the difference between summary and synthesis**



# Summary Table



# Summary Table

## Strategy for Reading Journal Articles

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. Read the <b>Abstract</b>      | <i>What is the article about?</i>     |
| 2. Read the <b>Introduction</b>  | <i>What is the research question?</i> |
| 3. Skip to the <b>Discussion</b> | <i>What are the key findings?</i>     |
| 4. Go back to the <b>Methods</b> | <i>Who were the participants?</i>     |
| 5. Skim the <b>Results</b>       | <i>What did they do?</i>              |

# Summary Table

Faculty Forum

## Teacher Responses to Classroom Incivility: Student Perceptions of Effectiveness

Guy A. Boysen<sup>1</sup>

### Abstract

Incivility occurs frequently in college classrooms. However, recommendations to teachers for handling student incivility are based on anecdotal evidence. To address this gap in knowledge, students ( $N = 150$ ) in the current study evaluated the effectiveness of several teacher responses to classroom incivility. Incidents of incivility, described in vignettes, varied in disorderliness and harmfulness. Students perceived ignoring incivility as the only ineffective response. Direct confrontation of uncivil students in class or outside of class received the highest overall ratings of effectiveness, and students tended to see immediate responses to disorderly behaviors as more effective than delayed responses. These results suggest that students perceive teachers as having a responsibility to manage classroom incivility, especially when it disrupts classroom order.

### Keywords

classroom management, incivility, classroom bias

Incivility in college classrooms is often characterized as a growing problem (e.g., Feldmann, 2001; Price, 2011). Feldman defined the concept as "any action that interferes with a harmonious and cooperative learning atmosphere in the classroom" (2001, p. 137), but most incivility research focuses specifically on discourteous or disruptive student behavior. Common examples of classroom incivility include emotional outbursts, carrying on side conversations, lateness, and engaging in nonacademic activities (Bjorklund & Rehling, 2010; Boice, 1996). These types of behaviors are relatively frequent and negatively impact both teachers and students (Bjorklund & Rehling, 2010; Boice, 1996; Braxton & Jones, 2008; Nordstrom, Bartels, & Bucy, 2009); thus, the effective management of classroom incivility is an important topic for teachers. Arguably, psychology teachers must be especially concerned with incivility because they often have the added pressure of handling difficult dialogs surrounding individual differences and diversity, both of which are common psychology topics (e.g., Prieto et al., 2009). Suggestions for managing classroom incivility are both plentiful and diverse (e.g., Barrett, Rubani-Barrett, & Pelowski, 2010; Berger, 2003; Feldmann, 2001; McKeachie, 2002; Price, 2011). However, all existing suggestions share the limitation of being based on anecdotal rather than empirical evidence; researchers have not provided data to support claims of effectiveness. The purpose of the current study was to assess student perceptions of effectiveness in order to offer the first research-based suggestions for responding to classroom incivility.

Recent research has explored the effectiveness of common teacher responses to inappropriate classroom behavior (Boysen, 2012; Boysen & Vogel, 2009; Boysen, Vogel, Cope, & Hubbard, 2009). However, that work specifically focused on

prejudice, stereotypes, and discrimination; incivility differs from these forms of bias in several ways. To begin, previous evaluations of responses to bias have focused on classroom behaviors, such as the use of racial slurs (Boysen, 2012), that go well beyond simple discourtesy. Students tend to believe that such prejudice is plainly unacceptable and requires a response, but they have widely varying perceptions on what constitutes appropriate classroom civility (Bjorklund & Rehling, 2010). Consequently, although students uniformly believe that overt prejudice requires intervention, they may perceive incivilities such as checking text messages as none of the teacher's concern. Another difference is the interpersonal harm posed by bias and incivility; bias is by definition impersonally harmful, but incivility varies greatly in harmfulness. For example, insulting another student would be harmful, but listening to headphones rather than the lecture is uncivil but poses little danger of interpersonal harm. Finally, unlike bias, classroom incivility is a frequent disruption (Bjorklund & Rehling, 2010). In fact, students report noticing incivilities such as side conversations, cell phone use, and nonacademic computer use more frequently than teachers (McKinne & Martin, 2010). Thus, there is a major difference in the everyday disruptiveness represented by bias and incivility. It should be noted, however, that incivility varies greatly in its

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## Student Perceptions of Classroom Incivility

Wendy L. Bjorklund and Diana L. Rehling  
St. Cloud State University

Classroom incivility is a major concern in higher education today. Yet little study has been done of student perceptions of behavior in the classroom. Based on a survey of 3,616 students at a Midwestern public university, the present study provides useful information to faculty members and administrators about the behaviors students find most uncivil and how frequently they are experiencing these behaviors. In general, it appears that students are experiencing a fair amount of at least moderately uncivil behavior in their classes. These results have implications for how faculty and administrators develop policies designed to guide students toward appropriate behavior.

**Keywords:** educational environments, research, student behavior, teacher-student relationship

Over the past decade, much has been written about the decline of civility in U.S. society—everything from the loss of civility in the workplace to the absence of manners on mass transit (Jacoby 1999; Lunday 2007). Higher education has focused primarily upon declining civility in the classroom (Alexander-Snow 2004; Dechter 2007; Feldmann 2001; Sorcinelli 1994). Discussions about classroom behavior most often focus on the need to curb incivility by students, because such behavior can interfere with classroom learning, harm the learning environment, and even weaken students' respect for and attachment to their institutions (Feldmann 2001; Hirschy and Braxton 2004; Morrisette 2001). There are also clear indications that students themselves are tired of disruptive behavior and desire a more civil classroom (Benton 2007; Carbone 1999). To deal with such matters, institutions of higher education have begun to create new student programs, codes of conduct, and other measures aimed at educating students about appropriate behavior and informing them of the possible consequences of infractions (Dechter 2007; Young 2003).

In discussions of classroom incivility, professors are repeatedly advised to include specific expectations for classroom conduct in their syllabi and to address classroom conduct early in the course (Alexander-Snow 2004; Carbone

1999; Morrisette 2001; Nilson 1998; Sorcinelli 1994). When specific behaviors by students are identified as uncivil in these discussions, the behaviors discussed are typically drawn from reports by faculty about perceived problematic behaviors (Amanda 1999; Carbone 1999). Yet, classroom incivility is a slippery concept. What one faculty member may experience as problematic in a classroom may not bother another. What faculty may experience as troublesome and see as interfering with classroom learning may not mirror the experience of the students they teach. One faculty member may not mind if students quietly eat their lunch or sip coffee during class, while another may find it disruptive. Students may not see the student sleeping in the back row as interrupting their learning, but a faculty member may see it as very uncivil. One step toward better understanding the dynamics of incivility in the classroom is to focus on student perceptions of the issue.

To date, what little has been written about students' perceptions of classroom incivility has been anecdotal (Boice 1996), discipline-specific (Clark & Springer 2007), or done by specific institutions for their internal distribution and use (Young, 2003). There is to date no large-scale published study about students' experience of classroom incivility. The purpose of the present study is to fill this gap and provide information about students' perceptions of incivility in the classroom. Specifically, the study aims to answer two questions: What classroom behaviors by other students do students find most uncivil? And which potentially uncivil behaviors do students observe most frequently in their classes?

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# Summary Table

## Reading a Scholarly Journal Article

Complete the table for the journal article you've been given. The first row has been completed as an example. When you are done, share your findings with your partner(s).

Article Citation	Research Question or Hypothesis	Key Findings (answer to research question)	Participants/Data Sources	How was the study conducted?	Study Concerns
McKinne, M., & Martin, B. N. (2010). Higher education faculty and student perceptions of classroom incivility. <i>Journal of College and Character</i> , 11(2), 5-17.	<p>Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility?</p> <p>Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility?</p>	<p>Faculty perceived more behaviors as uncivil than students. For example, faculty view being unprepared for class as uncivil behavior while students did not.</p> <p>Students perceived some uncivil behaviors (groans, sarcasm, side conversations, and cell phones) more frequently than faculty.</p> <p>Both faculty and students agreed that the behavior and actions of the instructor had a greater impact on classroom incivility than student actions. The need for instructors to show respect was a recurring theme in both student and faculty responses.</p>	<p>197 students from 4 Midwestern Universities (education and psychology majors)</p> <p>52 faculty from 4 Midwestern Universities</p>	Complete a survey on their perceptions of classroom incivility. 10 students and 10 faculty then completed a follow-up questionnaire on the relationship between instructor behavior and incivility.	
Boysen, G. A. (2012). Teacher responses to classroom incivility: Student perceptions of effectiveness. <i>Teaching of Psychology</i> , 39(4), 276-279.					

# Summary Table

## Synthesizing Multiple Sources

Work with your partner to look for similarities and differences between the three articles. Together, write a short paragraph synthesizing the sources that addresses the following questions:

*To what extent do students and faculty view classroom incivility as a problem? What can be done to address classroom incivility?*

Paragraphs can be typed or (legibly) handwritten. Include both of your names on your paragraph. Don't take text straight from the article. Write it in your own words. Don't worry about citing sources for now; we'll talk about that later.

### **EXAMPLE:**

<b>SINGLE ARTICLE SUMMARY</b>	<b>MULTIPLE ARTICLE SYNTHESIS</b>
<p>This investigation examined perceptions of undergraduate students and faculty of incidents of classroom incivility; of the perceived effectiveness of faculty in circumventing classroom incivility; and of the effectiveness of policies addressing incivility. Findings revealed there is a statistically significant difference between faculty and student perceptions of the type and frequency of incidents of classroom incivility. Findings also revealed a difference between faculty and students as to whether a teacher's interpersonal/pedagogical skill could affect classroom incivility. Implications include a dialogue between faculty and students regarding classroom incivility, a refinement of pedagogy/interpersonal skills for the professorate, and development of policies.</p>	<p>Both students and faculty perceive classroom incivility to be problematic but they have differing views on the problem. Thus there needs to be a dialogue between professors and students to define properly classroom incivility. There is strong debate and discrepancy as to what exactly constitutes acts of incivility (Hernandez &amp; Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). Moreover, this conversation should not be a "global" event, meaning the dialogue would not be best served in a campus-wide workshop or symposium (Twale &amp; DeLuca, 2008). These conversations need to be at the "local" level, in the classrooms of individual instructors. Bruffee (1999) underscored the importance of collaboration in higher education. Collaboration between faculty and students would be a powerful tool to address classroom incivility. Additionally, the literature supports the concept that faculty must address classroom incivility head on and not shirk from such responsibilities (Braxton &amp; Mann, 2004; Hannah, 2006).</p>

McKinne, M., & Martin, B. N. (2010). Higher education faculty and student perceptions of classroom incivility. *Journal of College and Character*, 11(2), 5-17.

# Summary Table

How can this be adopted for a one-shot?



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# Buzz Groups

What have **you** tried to **bridge the gap** between faculty expectations and student experience?

What **ideas** do you have?

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# References

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Head, A.J. (2013). Learning the ropes: How freshmen conduct course research once they enter college. *Project Information Literacy*. Retrieved from <http://projectinfolit.org/publications>

Head, A.J., & Eisenberg, M.B. (2010). Truth be told: How college students evaluate and use information in the digital age. *Project Information Literacy*. Retrieved from <http://projectinfolit.org/publications>.





Thank you!

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