

# Challenging Classroom Situations: Things to Consider

- Questions to Guide Reflection
  - What happened in your assigned scenario? Consider roleplaying to observe how the scenario may play out in more detail.
  - What could you have done **before the scenario occurred** to help prevent it? This could be on the day of, at the beginning of the course, in the syllabus, etc.
  - What could you have done **as the scenario was occurring** to mitigate it? To check in on your students? To redirect attention to the discussion topic at hand?
  - What could you have done **after the scenario occurred**? Do you discuss it with your students (or anyone else)? Are there changes you could make to your teaching to prevent this from happening in future classes? Why or why not?
  
- Alignment:
  - What is the goal of this discussion? How will you know when your learners have met it?
  - Are your learners aware of the goal(s)/Learning Objective(s) of this discussion?
  - Have you formatted the discussion in the most effective way for learners to achieve these objectives?
  - Have learners been provided with the information needed to successfully have this discussion in other parts of the lesson/course?
  - Will learners physically (or virtually) produce something that they can refer to later on? How else can you ensure that they retain the information?
  
- Environmental Factors:
  - Are you teaching in person or online?
  - What does your classroom look like? What resources are you using? Why?
  - If you're teaching online, what resources are you using? Why?
  - How do the resources you've provided contribute to the facilitation of the discussion? How might they cause confusion or difficulties for your learners?
  
- Inclusion and Diversity:
  - How can you make sure your classroom is accessible for neurodivergent learners? Learners with physical disabilities? Learning disabilities? How do you know?
  - How do you create a safe space for learners of different ages, genders, sexes, races, religions, etc.?
  - How do you ensure that everyone participates? Does everyone need to participate in the same way?
  
- Power Dynamics:
  - How do more experienced students (e.g., students majoring in this discipline) affect the experience of newer students unfamiliar with course content?
  - What is the relationship between the instructor and the students? How might these relationships vary? What can you do to develop them?