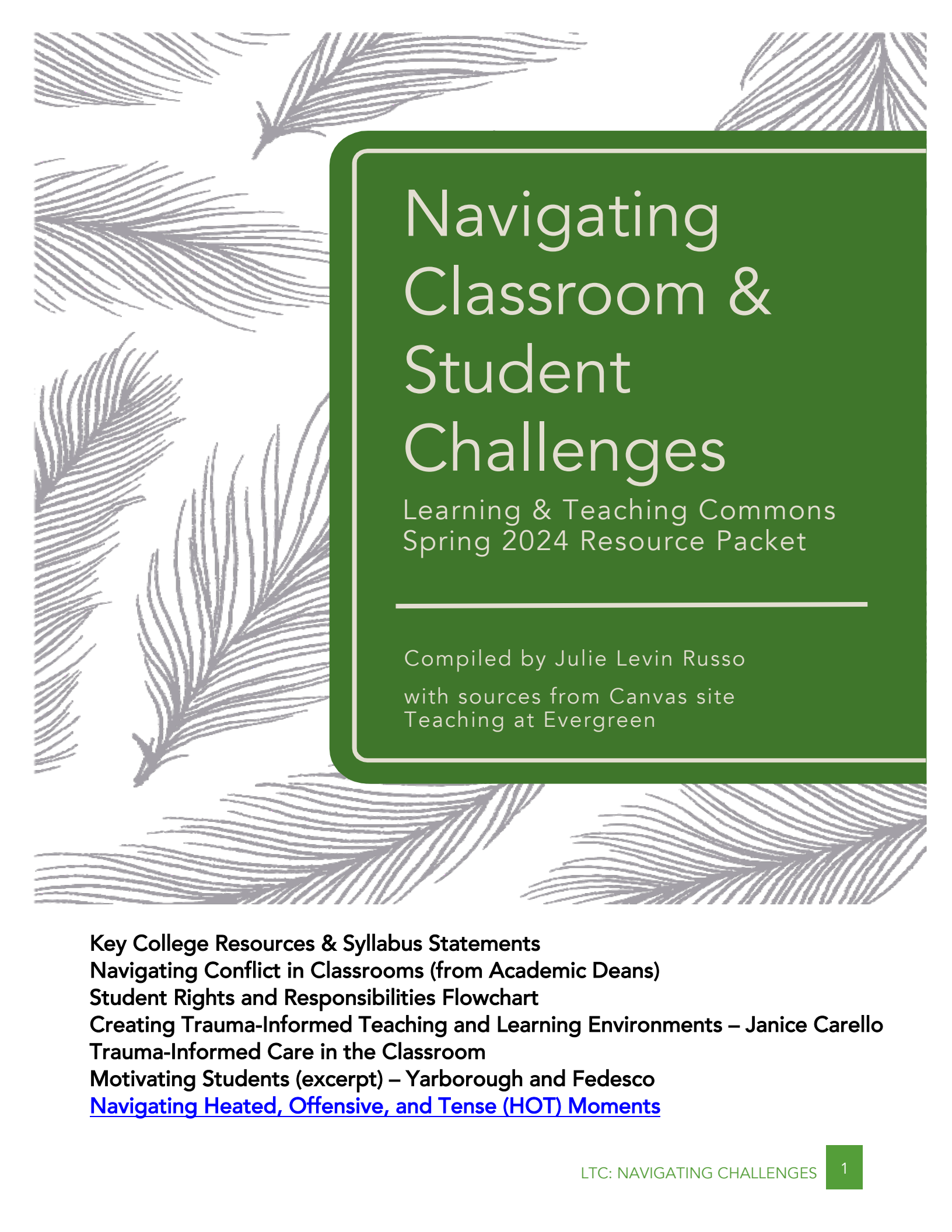




Navigating Classroom & Student Challenges

Learning & Teaching Commons
Spring 2024 Resource Packet

Compiled by Julie Levin Russo
with sources from Canvas site
Teaching at Evergreen

Key College Resources & Syllabus Statements

Navigating Conflict in Classrooms (from Academic Deans)

Student Rights and Responsibilities Flowchart

Creating Trauma-Informed Teaching and Learning Environments – Janice Carello

Trauma-Informed Care in the Classroom

Motivating Students (excerpt) – Yarborough and Fedesco

[Navigating Heated, Offensive, and Tense \(HOT\) Moments](#)

Key College Resources

[Submit a CARE Report](#)

[Emergency Resources for Students](#)

[Student Conduct Code](#) (with link to report a violation)

[Title IX Information](#) (with link to make a report)

[Taking a Trauma-Responsive Approach to Community Care](#)

[Difficult Dialogues LTC Guide](#) (related content)

Relevant Syllabus Statements

General Policy

By enrollment in this class, students agree to abide by the provisions of the Syllabus and the Community Agreement. Good faith compliance with these documents is an academic requirement intended to describe and support conditions conducive to learning. In their program assignments and in their program synchronous and asynchronous participation, students also are expected to abide by Evergreen's [Social Contract](#); [Non-Discrimination Policy](#); [Policies and Procedures](#); [Title IX Policy and Procedure](#); and [Code of Student Rights and Responsibilities](#).

Disruptive Behavior

Evergreen's Social Contract (the "College philosophy") notes that "Evergreen can thrive only if members respect the rights of others while enjoying their own rights." If a program member repeatedly disrupts the attempts of others to learn or teach, or exhibits antagonistic, harassing, and/or discriminatory behavior, online or offline, the faculty may ask them to leave the class session or platform.

Conflict

Evergreen provides this suggested process for addressing conflicts. The Community Agreements offer additional and more detailed suggestions developed collaboratively within the group.

1. If a conflict arises with someone in the class, ask to meet with them if you feel comfortable doing so. If you wish, ask someone else to participate – program faculty are happy to help.
2. If you are not comfortable meeting with the person, you have several options, including discussing the conflict with the program faculty, and/or with one of the Academic Deans (email deans@evergreen.edu or call (360) 867-6810).
3. At any point during the process, you may find it useful to consult staff in in [BLISS: BIPOC and LGBTQ+ Intersectional Support Services](#), [Access Services](#), [Student Wellness Services](#), [Academic and Career Advising](#), or [Student Rights and Responsibilities](#).

Title IX and Sexual Misconduct

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational course or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 to 1964 Civil Rights Act

The College's Title IX Policy and Procedure provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office, regardless of where they occurred (on or off campus, involving Evergreen people or not):

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is [Evergreen's Title IX Office](#). Students may also access services confidentially through [Student Wellness Services](#), 360.867.6200. [SafePlace Olympia](#) (521 Legion Way SE, Olympia, 360.754.6300) also is a local off-campus contact for services.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action. After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

Content Notes/Warnings

Some class materials may contain offensive and/or potentially troubling information, language, images, soundtracks, or narration. Assigned materials also may contain references to topics you or other students find difficult or disturbing. By your continued enrollment, you indicate that you understand this and expect to encounter challenging content, political content, and/or content you may find frustrating or with which you disagree.

Beyond this general disclaimer, faculty (and students, if bringing material) will attempt to provide "warnings" (more neutrally termed "content notes") for certain specific content that has a higher likelihood of being distressing. As a means to help people subject to common traumatic responses manage their risk, all program members are expected to make a good faith effort to notify the class in advance of any material that includes:

- sexual assault and coercion
- gendered violence and hate speech
- abusive relationships
- suicide and self-harm
- blood and gore, medical trauma, or body modification
- eating disorders
- animal harm
- addictive use of substances, including alcohol and cigarettes
- armed conflict, torture, police brutality, or institutional violence and trauma
- Nazi or white supremacist ideology and racial/ethnic hate speech

If you have specific needs for warnings that don't appear on this list, please notify faculty so we can accommodate them. Please understand that content warnings are imperfect and subjective, and you may not receive advance notice of everything you would find psychologically stressful.

Navigating Conflict in Classrooms

General Advice for Faculty from the Academic Deans

Revised March 2024

The three most important things to remember:

- Establish classroom norms in advance of conflict.
- De-escalate and establish boundaries.
- Document misconduct.

Conflict arrives in many flavors

A core Evergreen value is teaching and learning across significant differences, and difference may entail productive conflict.

The purpose of this document is to help prepare for conflict that isn't respectful, and isn't productive.

Set the tone in advance

Your Canvas site, syllabus, learning agreement, and week one orientation are opportunities to establish norms of respect in the learning community. Linking to the [Social Contract](#) and [Student Conduct Code](#) is a great starting point. To activate these as meaningful living documents, consider a workshop or activity. An example workshop:

In small groups, students are assigned paragraphs from the Social Contract to discuss and create skits they then perform for the learning community. Group discussion is followed by individual reflective writing. A variation of the workshop facilitates students creating the learning agreement for the course/program.

Conduct that interferes with the ability of others to learn

The Social Contract is a helpful document for reminding people of core values. If a reminder isn't sufficient, what next?

- 1) Your syllabus and learning agreement set boundaries and expectations. In a student conflict situation, be sure to link those documents to a pedagogical need you can explain. People tend to respond well when they understand why the rules are the rules.
- 2) If resolving a situation might require removing a student from your course/program, the [Student Conduct Code](#) explains the basis and the procedure. It is a good idea to be familiar with the entire code, and especially key pages including: [WAC 174-123-170 Prohibited Conduct](#)

Definitions on that page include:

“Disruptive behavior in the classroom may be defined as, but not limited to, behavior that unreasonably obstructs or disrupts the learning environment (e.g., outbursts which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining the learning community as defined in the course syllabus or covenant, and the continued use, after being given notice to stop, of any electronic or other noise or light emitting device which disturbs others, unless use of such technologies are an authorized accommodation for a documented disability for that program).

“The faculty member has responsibility for maintaining a productive classroom and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive behavior or behavior that violates the general rules and regulations of the college for each class session during which the behavior occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further conduct action can be effected only through appropriate procedures of the college. The faculty member may also report incidents of classroom misconduct to the student conduct office.”

Early intervention

Setting and maintaining boundaries early helps avoid an escalation that leads to removing a student from class. The Learning and Teaching Commons publishes helpful advice: [“Taking a Trauma-Responsive Approach to Community Care.”](#)

De-escalation tips from this community care approach include:

- Find your calm; stay grounded
- Listen actively to student concerns
- Help students self-regulate

In addition to de-escalation techniques:

- Document student conduct issues from the outset
- Share documentation with your teaching team

- Remember you aren't alone. You have staff and faculty colleagues to whom you can turn for advice and counsel: Academic Advisors, your teaching team, Deans, Directors, and the Center for Teaching and Learning among others.

When de-escalation isn't working, follow these steps:

- Try speaking to the student privately;
- If necessary, address the student during class. Explain that the behavior is disruptive and direct them to cease;
- If the conduct continues, let them know the next step is referral to the Student Conduct Office;
- If the conduct is so disruptive that you direct them to leave the room, report the issue to Student Conduct at 867-6296;
- If the conduct is believed to endanger the physical safety of anyone in the classroom, phone Police Services at 867-6140.

Next steps:

- 1) Inform the Academic Deans with a message to deans@evergreen.edu; for graduate and NPP faculty, keep your Director in the loop.
- 2) To reach the Academic Deans by phone during business hours dial 867-6810. For immediate/urgent situations call or text the Vice Provost at 360-628-6401.
- 3) Complete a CARE report via: <https://www.evergreen.edu/care>
- 4) Schedule an appointment as appropriate with the student(s) to discuss next steps for them in the course/program;
- 5) Stay in contact with the Dean and with the Director of Student Conduct Officer as appropriate to the circumstances.

FAQs

What about conduct that arises from a medical condition or illness?

Draw a boundary between conduct and academic performance (the actions you observe and document) and medical issues (matters held by the student and their care providers).

- A student may need to gain capacity to self-regulate before they succeed in college; medical or other leave may help them toward that goal.
- Ground your advice in the conduct and academic performance you observe.

How do I navigate offensive or inappropriate remarks?

If you hear a claim that the First Amendment permits offensive language in the classroom, be assured that claim is not based in law.

- You can restrict communications and discussions to the topic or subject matter being taught on any given day.
- You can require respectful communication as a basis for successful learning. For example, name calling, swearing, and shouting may detract from the learning environment.
- You should not prohibit respectful communications on pertinent topics or subject matter, even if these topics might be considered offensive by some. Discussion of these topics may not be prohibited so long as it is carried out in respectful language.

What about offensive or inappropriate language online, for example in remote, online, or hybrid classrooms?

Virtual and brick-and-mortar classrooms share the same conduct framework.

- Arriving at a shared understanding of respectful language in virtual spaces may call for extra attention, as people may bring habits of language from non-academic settings into online academic settings.
- You can require that course/program-related work be carried out on platforms the College provides, for example Canvas and Microsoft 365 products such as Word, Excel, Teams, etc.
- A recommended path toward clarity for students is to place in the syllabus and learning agreement language along these lines:
“The following are platforms affiliated with this course and subject to faculty oversight: [insert links to these platforms]. Any other platforms purporting to be affiliated with this program/course have been created without authorization from the College or its faculty members.”
- You should avoid the appearance of attempting prior restraint on student speech on third party platforms. You can insist on appropriate conduct by, for example, explaining why it is important that academic work be conducted on the official platforms, and why it is important that students not misrepresent their own webpages as official program/course webpages.

What about Audio and Video Recording?

- You can prohibit audio and video recording in learning spaces if the prohibition is linked to effective pedagogy.
- You may also prohibit audio and video recording of intellectual property (for example, your lectures).
- You may not prohibit audio or video recording if it is required as a reasonable accommodation of a disability as determined by Access Services.

What about disruption from a protest?

Individual faculty members are best placed to make real-time judgments about when to ignore noise, when to engage disruptors, and when to cancel class.

- If you cancel class, please let your Dean/Director know so they can help answer questions and coordinate responses.

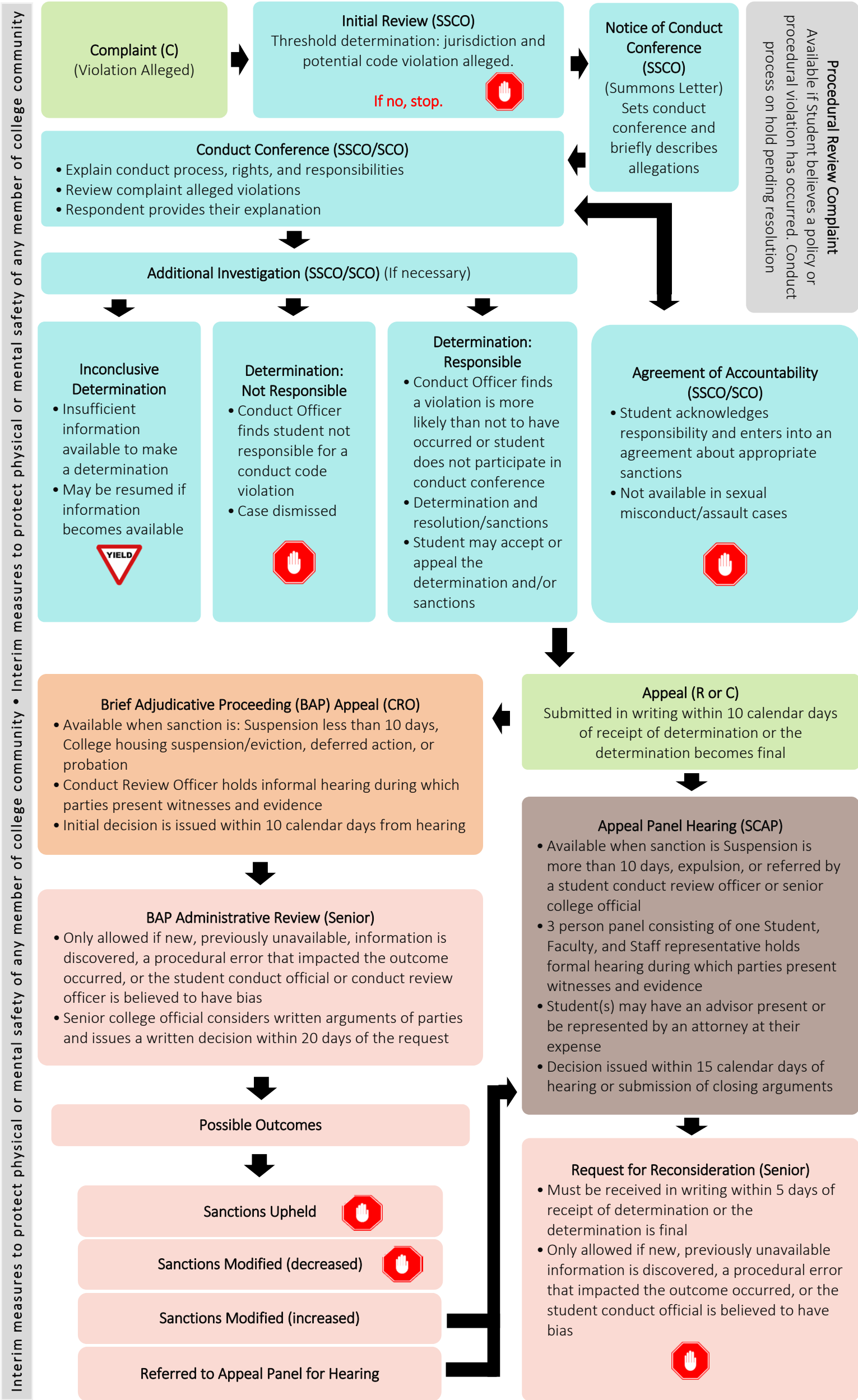
If a situation is so complex that you would appreciate assistance in managing it:

- Contact the Academic Deans at 867-6810; outside business hours, or if there is no response, call or text the Vice-Provost at 360-628-6401.
- Contact Police Services at 867-6140 if you see:
 - Risk of physical harm
 - Risk that fire escape routes are obstructed
 - Other pressing health or safety risks

Any other helpful resources?

- [Student Free Speech Guide](#)
- [Student Wellness Center](#)
- [Learning and Teaching Commons \(SEM II E 3123\) at the Washington Center](#)
 - Consult the Commons website for [resource guides](#) and [events](#).
 - The resource guide, [Difficult Dialogues: Responding to the World](#), prepared by Julie Russo contains a curated collection of resources for facilitating difficult dialogues.
 - To schedule in-person or online consultations, please email learningandteaching@evergreen.edu or complete the [Teaching Consultation Intake Form](#).

STUDENT RIGHTS & RESPONSIBILITIES PROCESS FLOWCHART



Creating Trauma-Informed Teaching and Learning Environments: Self-Assessment Questions for Educators

Developed by Janice Carello, PhD, LMSW

Principle 1: Physical, Emotional, Social, and Academic Safety

Key Question: To what extent does the learning environment ensure the physical, emotional, social, and academic safety of students, including feeling safe to make and learn from mistakes?

Classroom Specific Questions:

- How would you describe the physical and/or digital learning environment? Is it comfortable and inviting?
- What authority style do you model: authoritative, authoritarian, permissive, or uninvolved?
- Do you communicate using assertive, nonviolent communication methods?
- Are you attentive to signs of student distress? Do you understand these signs in a trauma-informed way?
- How do you manage conflict during group discussions, activities, and assignments?
- Are students provided low stakes opportunities to make and learn from mistakes prior to being evaluated?

Principle 2: Trustworthiness and Transparency

Key Question: To what extent do learning policies and practices maximize trustworthiness and transparency by making expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment?

Classroom Specific Questions:

- Does the syllabus or learning contract provide clear information about what will be done, by whom, by when, under what circumstances, at what cost, and for what purpose?
- Are there any pulls toward less professional contacts in this setting?
- How do you handle dilemmas between role clarity and accomplishing multiple tasks (e.g., navigating working on a research project with a student or serving as both advisor and course instructor)?
- How do you communicate expectations regarding the completion, submission, and evaluation of assignments? Are expectations reasonable? Is unnecessary disappointment avoided?
- Is there any type of informed consent process? Do students have any opportunity to negotiate an alternative assignment to if they believe a specific activity or assignment would put them at risk?

Principle 3: Support and Connection

Key Question: To what extent are students linked with appropriate peer and professional resources to help them succeed academically, personally, and professionally?

Classroom Specific Questions:

- Do you post or have on hand referral information for campus and community resources such as counseling, health, and tutoring services or providers?
- Are you available to provide support during office hours, before/after class, or through some other means?
- Do you facilitate peer activities that help students connect with their peers and provide mutual support?

Principle 4: Collaboration and Mutuality

Key Question: To what extent do educators and students share common goals and share power?

Classroom Specific Questions:

- Do you and your students perceive each other as allies or as adversaries?
- Do students understand their role and its importance?
- Is student accountability or impairment handled in a way that conveys “What’s happened to the student?” versus “What’s wrong with the student?”
- What role do students have in planning and evaluating their course experiences?
- Are student learning preferences and needs given substantial weight?
- Do learning experiences cultivate a model of doing “with” rather than “to” or “for” students?

Principle 5: Empowerment, Voice, and Choice

Key Question: To what extent are students viewed as experts of their own experiences and learning and as such are empowered to make choices and develop confidence and skills?

Classroom Specific Questions:

- How much choice does each student have over the content they engage with or how they engage with it?
- How much choice does each student have over the activities and assignments they complete?
- To what extent are the student's priorities given weight in terms of learning objectives?
- Do students get clear, consistent, and appropriate messages about their rights and responsibilities?
- Do you communicate a conviction that the student is the ultimate expert on their experience and learning?
- Do you communicate that learning environment is one over which students have little control?
- Are there negative consequences for exercising particular choices? Are these necessary or arbitrary?

Principle 6: Social Justice

Key Question: To what extent are policies and practices responsive to issues of privilege and oppression and respectful of diverse individual and collective experiences and identities?

Classroom Specific Questions:

- In what ways do you address stereotypes and biases in the learning environment (e.g. using correct pronouns, addressing microaggressions)? Which stereotypes and biases are addressed?
- In what ways are policies and practices responsive to and respectful of students' diverse experiences and identities (e.g. using progressive stacking during discussion, employing alternative grading methods)? To which experiences and identities are they responsive?
- To what extent are you aware of personal and disciplinary biases and how they may impact teaching and learning (e.g. privileging or disparaging particular dialects, writing styles, or research methods)?
- Are efforts made to ensure course materials and activities are accessible?

Principle 7: Resilience, Growth, and Change

Key Question: To what extent do policies and practices recognize and facilitate student resilience, growth, and change?

Classroom Specific Questions:

- How are each student's strengths and resilience recognized?
- Do you communicate a sense of realistic optimism about the capacity of students to reach their goals?
- Do learning and feedback emphasize student growth more than student deficits?
- How are students helped to understand and reflect upon their own and others' growth and change processes?

(Adapted from [Fallot & Harris, 2009](#); [SAMHSA, 2014](#))

Updated 3/2020



Trauma Informed Care in the Classroom

A Resource Guide for Educators in Higher Learning

Purpose: Over the past twenty years, there has been growing knowledge concerning the prevalence and impact of trauma on the lives of people who interact within the human service systems. Institutions, including schools, often perpetuate trauma rather than reduce it leading to experiences of chronic stress, burnout, and compassion fatigue (Harris & Fallot, 2011). Creating academic environments that are trauma informed can have lasting benefits for students, staff, and the community alike. This TIP sheet aims to provide educators with tools that acknowledge the diverse backgrounds of each student that enters their classroom in order to enhance learning opportunities for all.

A Trauma Informed Environment:

Realizes the widespread impact of trauma and understands potential paths for recovery

Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system

Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Seeks to actively resist **re-traumatization**

SAMHSA, 2012

Principles of Trauma Informed Care in the Classroom

(See reverse page for examples)

Safety:

The classroom activities and settings ensure the physical and emotional safety of its students

Trustworthiness:

The classroom activities and setting maximize trustworthiness by making the classroom tasks clear and consistent by maintaining boundaries that are appropriate to the school

Choice:

The classroom activities and settings maximize student experiences of choice and control

Collaboration:

The classroom activities and settings maximize collaboration and sharing of power between students and staff

Empowerment:

The classroom activities and settings prioritize student empowerment and skill building

"Trauma-informed care is a strengths based framework that is grounded in an understanding of a responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment."

-Hopper, Bassuk, & Olivet, 2010

❖ Safety

- Ensure there is adequate personal space provided for each student
- Make sure that each student knows where to find the bathrooms, drinking fountains, and other important facilities throughout the building
- Problem-solve classroom variables that cannot be controlled (example: lights, temperature, volume of the hallway) so that everyone knows what to expect
- Ensure that exits are clearly marked & easily accessible
- Actively recognize and address historical trauma (interrupt oppression, provide culturally appropriate student support, acknowledge bias, etc.)
- Provide advance-notice when material could be emotionally/psychologically challenging
- Keep secondary trauma in mind when asking students to talk about their personal experiences (example: “what brought you to this field of study?”)
- Provide/encourage students to bring fidget toys such as rubber bands or crayons & paper to aid focus
- Encourage students to take care of themselves during class by standing up, drinking water, stretching, etc.

❖ Trustworthiness

- Be clear, consistent, and transparent about roles, tasks, boundaries, activities, expectations, rationale, student rights, etc.
- Clearly display an agenda that includes break times and stick to it

❖ Choice

- Allow for as much student choice as possible in classroom activities (example: give the choice of writing a paper or creating a presentation)
- Remind students to only share personal information that they want to share

❖ Collaboration

- Create a culture of doing “with” rather than “to” or “for”
- Create community agreements and revisit them throughout the duration of the course
- Provide instructional materials in as many formats as possible (paper, screen, video)
- Create opportunities for shared leadership with students (student lead lectures, facilitation, fishbowls)

❖ Empowerment

- Remind students when a “pass” is an option (ice breakers, reading aloud, classroom discussions, etc.)
- Solicit student feedback and incorporate it into classroom practices
- Ensure classroom content reflects the diversity of the students within in the classroom

References:

1. Fallot, R.D., Harris, M., (2011). Creating Cultures of Trauma Informed Care. Community Connections, Inc.
2. Substance Abuse and Mental Health Services Administration. (2012). SAMHSA’s Working Definition of Trauma and Principles and Guidance for a Trauma Informed Approach.
3. Hopper, E. K., Bassuk, E. L., & Olivet, J. (2010). Shelter from the Storm: Trauma-Informed Care in Homelessness Services Settings.

For more information: www.traumainformedoregon.org



Trauma Informed Oregon is funded through Oregon Health Authority, and is a partnership between Portland State University, Oregon Health Sciences University and Oregon Pediatric Society.



Motivating Students (excerpt)

- Expectancy – Value – Cost Model
- Self-Determination Theory

Expectancy – Value – Cost Model

The purpose of the original expectancy-value model was to predict students' achievement behaviors within an educational context. The model has since been refined to include cost as one of the three major factors that influence student motivation. Below is a description of the three factors, according to the model, that influence motivation.

- **Expectancy** refers to a student's expectation that they can actually succeed in the assigned task. It energizes students because they feel empowered to meet the learning objectives of the course.
- **Value** involves a student's ability to perceive the importance of engaging in a particular task. This gives meaning to the assignment or activity because students are clear on why the task or behavior is valuable.
- **Cost** points to the barriers that impede a student's ability to be successful on an assignment, activity and/or the course at large. Therefore, students might have success expectancies and perceive high task value, however, they might also be aware of obstacles to their engagement or a potential negative affect resulting in performance of the task, which could decrease their motivation.

Three important questions to consider from the student perspective:

1. Expectancy - Can I do the task?
2. Value - Do I want to do the task?
 - *Intrinsic or interest value*: the inherent enjoyment that an individual experiences from engaging in the task for its own sake.
 - *Utility value*: the usefulness of the task in helping achieve other short term or long-term goals.
 - *Attainment value*: the task affirms a valued aspect of an individual's identity and meets a need that is important to the individual.
3. Cost - Am I free of barriers that prevent me from investing my time, energy, and resources into the activity?

It's important to note that expectancy, value and cost are not shaped only when a student enters your classroom. These have been shaped over time by both individual and contextual factors. Each of your students comes in with an initial response, however there are strategies for encouraging student success, clarifying subject meaning and finding ways to mitigate costs that will increase your students' motivation. Everyone may not end up at the same level of motivation, but if you can increase each student's motivation, it will help the overall atmosphere and productivity of the course that you are teaching.

Strategies to Enhance Expectancy, Value, and Cost

Hulleman et. al (2016) summarize research-based sources that positively impact students' expectancy beliefs, perceptions of task value, and perceptions of cost, which might point to useful strategies that instructors can employ.

Research-based sources of expectancy-related beliefs

Expectancy source	Definition
Perceptions of ability/skill	When students perceive they have a high level of ability and/or skill at an activity, they are more likely to experience high expectancy (Bandura, 1997; Wigfield & Eccles, 2002).
Effort attributions	When students believe that their effort will lead to learning, they are more likely to experience high expectancy (Dweck & Leggett, 1988; Dweck, 1999; Weiner, 1972).
Success experiences	When students are successful at an activity, or watch others have success, they are more likely to experience high expectancy (Bandura, 1997; Eccles et al., 1983).
Support and scaffolding	When students are appropriately supported in completing an activity (e.g., through encouragement and having the resources necessary to complete the task), they are more likely to experience high expectancy (Bandura, 1997).
Clear expectations	When students know what is expected of them on an activity, and have clearly defined goals, they are more likely to experience high expectancy (Pajares, 1996).
Appropriate challenge	When the difficulty of the task or activity matches students' skill levels, they are more likely to experience high expectancy (Eccles et al., 1983).
Feedback	When students receive feedback that effort matters and skills are amenable to change and are task focused (rather than ability focused), they are more likely to experience high expectancy (Dweck & Leggett, 1988; Dweck, 1999).
Growth experiences	When students engage in learning activities that challenge them to grow and learn, and experience growth in their skills and performance improvements, they are more likely to experience both high expectancy and value (Dweck & Leggett, 1988; Dweck, 1999; Hong et al., 1999).
Perceptions of others' expectations	Parents' and teachers' expectancies and attitudes shape children'/students' expectancies; for instance, if teachers have high expectations for their students, these students in turn develop high expectancies (Bandura, 1997; Dweck & Leggett, 1988; Dweck, 1999; Eccles et al., 1983).
Perceived task difficulty	When students perceive a subject or task as being not difficult, they develop higher estimates of their own abilities for the subject or task (Bandura, 1997; Pajares, 1996; Wigfield & Eccles, 2002).
Stability attributions	When students attribute success to a stable factor (ability), then they will have higher expectations for future success; if they attribute it to an unstable factor (good luck), they will be uncertain about future success (Weiner, 2010).

Research-based sources of value

Value source	Definition
Intrinsic benefits	When students find the activities and academic content enjoyable and interesting, they are more likely to experience high value (Renninger & Hidi, 2011).
Relevance	When students are able to connect what they are learning to their personal lives and/or the real world, they are more likely to experience high value (Hulleman & Harackiewicz, 2009).
Context and rationale	When students understand that an activity is meaningful and has a purpose, they are more likely to experience high value (Lepper & Henderlong, 2000).
Variety and novelty	When students engage in activities that are varied and novel, they are more likely to experience high value (e.g., catch and hold interest; Hidi & Renninger, 2006).
Enthusiastic models	When students interact with teachers and other adults who are enthusiastic and passionate about learning, they are more likely to experience high value (Patrick, Hisley, & Kempler, 2000).
Growth experiences	When students engage in learning activities that challenge them to grow and learn, and experience growth in their skills and performance improvements, they are more likely to experience both high expectancy and value (Dweck & Leggett, 1988; Dweck, 1999; Hong et al., 1999).
Choice and control	When students feel a sense of control and choice over their learning, they are more likely to experience high value (Patall et al., 2010).
Positive relationships and sense of belongingness	When students experience meaningful student-student and student-teacher relationships, they are more likely to experience high value (Furrer & Skinner, 2003; Walton & Cohen, 2007).
Extrinsic benefits	When students receive external rewards and incentives for learning (e.g., prizes, food), they are more likely to experience high value to complete an activity but low value to produce quality work (Marinak & Gambrell, 2008).

Research-based sources of cost

Cost source	Definition
Effort and time needed for the activity	When students feel that the workload is unreasonable (e.g., 5 hours/night) and/or unnecessary (e.g., busy work), they are more likely to experience increased cost (Parsons et al., 1980; Perez et al., 2014).
Effort and time needed for other competing activities	When students have too many other demands on their time or do not know how to effectively manage their time, they are more likely to experience high cost (Barron & Hulleman, 2015; Flake et al., 2015).
Loss of valued alternatives	When students feel like the learning activity is not worth their time compared to other things they might do (e.g., socializing), they are more likely to experience high cost (Conley, 2012; Perez et al., 2014).
Psychological and physical reactions to the activity	When students feel unsafe and uncomfortable, either physically or psychologically (e.g., nervous, bored, tired), they are more likely to experience high cost (Eccles et al., 1983; Ramirez & Beilock, 2011).

Sources:

- Barron K. E., & Hulleman, C. S. (2015). Expectancy-value-cost model of motivation. *International Encyclopedia of Social and Behavioral Sciences*, 8, 503-509.
- Hulleman, C. S., Barron, K. E., Kosovich, J. J., & Lazowski, R. A. (2016). Student motivation: Current theories, constructs, and interventions within an expectancy-value framework. In A. A. Lipnevich et al. (Eds.), *Psychosocial Skills and School Systems in the 21st Century*. Switzerland: Springer International Publishing.

Self-Determination Theory

Self-determination theory (SDT) is a macro-theory of human motivation, emotion, and development that is concerned with the social conditions that facilitate or hinder human flourishing. While applicable to many domains, the theory has been commonly used to understand what moves students to act and persist in educational settings. SDT focuses on the factors that influence intrinsic and extrinsic motivation, which primarily involves the satisfaction of basic psychological needs.

Basic Psychological Needs

SDT posits that human motivation is guided by the need to fulfill basic psychological needs for autonomy, competence, and relatedness.

- **Autonomy** refers to having a choice in one's own individual behaviors and feeling that those behaviors stem from individual volition rather than from external pressure or control. In educational contexts, students feel autonomous when they are given options, within a structure, about how to perform or present their work.
- **Competence** refers to perceiving one's own behaviors or actions as effective and efficient. Students feel competent when they are able to track their progress in developing skills or an understanding of course material. This is often fostered when students receive clear feedback regarding their progression in the class.
- **Relatedness** refers to feeling a sense of belonging, closeness, and support from others. In educational settings, relatedness is fostered when students feel connected, both intellectually and emotionally, to their peers and instructors in the class. This can often be accomplished through interactions that allow members of the class to get to know each other on a deeper, more personal level.

Continuum of Self-Determination

SDT also posits that motivation exists on a continuum. When an environment provides enough support for the satisfaction of the psychological needs of autonomy, competence and relatedness, an individual may experience self-determined forms of motivation: intrinsic motivation, integration, and identification. Self-determined motivation occurs when there is an internal perceived locus of causality (i.e., internal factors are the main driving force for the behavior). Integration and identification are also grouped as autonomous extrinsic motivation as the behavior is driven by internal and volitional choice.

Intrinsic motivation, which is the most self-determined type of motivation, occurs when individuals naturally and spontaneously perform behaviors as a result of genuine interest and enjoyment.

Integrated regulation is when individuals identify the importance of a behavior, integrate this behavior into their self-concept, and pursue activities that align with this self-concept.

Identified regulation is where people identify and recognize the value of a behavior, which then drives their action.

When an environment does not provide enough support for the satisfaction of autonomy, competence, and relatedness, an individual may experience non-self-determined forms of motivation: introjection and external regulation. Introjection and external regulation are grouped as controlled extrinsic motivation because people enact these behaviors due to external or internal pressures.

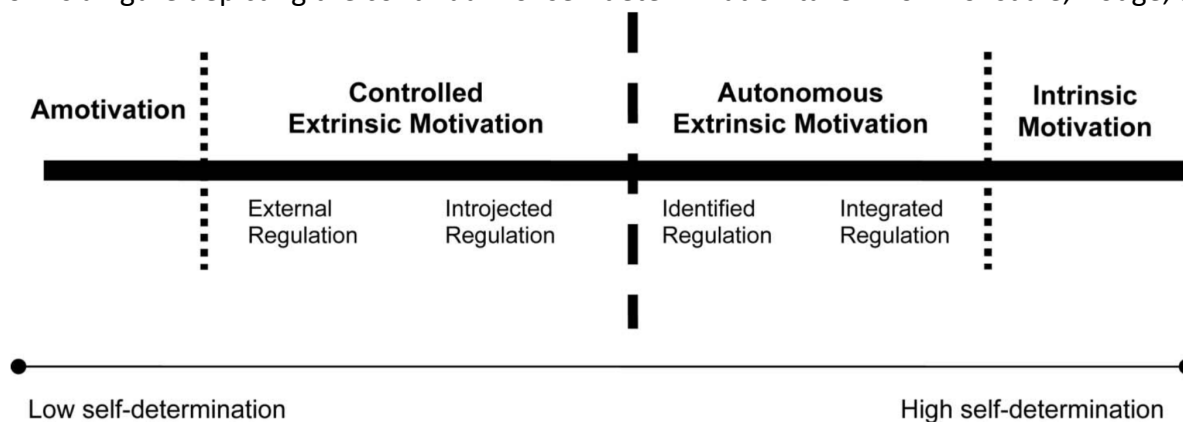
Introjected regulation occurs when individuals are controlled by internalized consequences administered by the individual themselves, such as pride, shame, or guilt.

External regulation is when people's behaviors are controlled exclusively by external factors, such as rewards or punishments.

Finally, at the bottom of the continuum is amotivation, which is lowest form of motivation.

Amotivation exists when there is a complete lack of intention to behave and there is no sense of achievement or purpose when the behavior is performed.

Below is a figure depicting the continuum of self-determination taken from Lonsdale, Hodge, and Rose (2009).



Although having intrinsically motivated students would be the ultimate goal, it may not be a practical one within educational settings. That's because there are several tasks that are required of students to meet particular learning objectives that may not be inherently interesting or enjoyable. Instead, instructors can employ various strategies to satisfy students' basic psychological needs, which should move their level of motivation along the continuum, and hopefully lead to more self-determined forms of motivation, thus yielding the greatest rewards in terms of student academic outcomes.

Strategies to Enhance Autonomy, Competence, and Relatedness

Below are suggestions for how instructors can positively impact students' perceived autonomy, competence, and relatedness.

Autonomy Strategies
❖ Have students choose paper topics ❖ Have students choose the medium with which they will present their work ❖ Co-create rubrics with students (e.g., participation rubrics, assignment rubrics) ❖ Have students choose the topics you will cover in a particular unit ❖ Drop the lowest assessment or two (e.g., quizzes, exams, homework) ❖ Have students identify preferred assignment deadlines ❖ Gather mid-semester feedback and make changes based on student suggestions ❖ Provide meaningful rationales for learning activities ❖ Acknowledge students' feelings about the learning process or learning activities throughout the course

Competence Strategies
❖ Set high but achievable learning objectives ❖ Communicate to students that you believe they can meet your high expectations ❖ Communicate clear expectations for each assignment (e.g., use rubrics) ❖ Include multiple low-stakes assessments ❖ Give students practice with feedback before assessments ❖ Provide lots of early feedback to students ❖ Have students provide peer feedback ❖ Scaffold assignments ❖ Praise student effort and hard work ❖ Provide a safe environment for students to fail and then learn from their mistakes
Relatedness Strategies
❖ Share personal anecdotes ❖ Get to know students via small talk before/after class and during breaks ❖ Require students to come to office hours (individually or in small groups) ❖ Have students complete a survey where they share information about themselves ❖ Use students' names (perhaps with the help of name tents) ❖ Have students incorporate personal interests into their assignments ❖ Share a meal with students or bring food to class ❖ Incorporate group activities during class, and allow students to work with a variety of peers ❖ Arrange formal study groups ❖ Convey warmth, caring, and respect to students

Sources:

- Lonsdale, C., Hodge, K., & Rose, E. (2009). Athlete burnout in elite sport: A self-determination perspective. *Journal of Sports Sciences*, 27, 785-795.
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Navigating Heated, Offensive, and Tense (HOT) Moments in the Classroom

Regardless of course topic or content, challenging conversations, moments of rupture or disruption, and heated encounters may occur in the classroom. These moments can arise in response to specific course materials (e.g., readings, guest speakers), or they could be in response to sociopolitical factors outside the classroom environment. Thus, the amount of control an instructor feels they have over a particular moment may vary. Anyone can be the target and/or the cause of these moments: students, instructors, TAs, guest speakers. Given that everyone enters the classroom with an array of social identities, previous experiences, and perspectives, these moments may be unavoidable. Though they are complicated and can be difficult to respond to, there are steps instructors can take to potentially anticipate and navigate Heated, Offensive, or Tense (HOT) moments before, during, and after they occur. This resource provides strategies that can be implemented in any course context.

On this page:

- [What are HOT Moments?](#)
- [Developing Your Response](#)
- [Strategies for Navigating HOT Moments](#)
- [Columbia Resources](#)
- [References & Resources](#)

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What are HOT Moments?

Throughout this resource, we use the acronym HOT to refer to moments that are **Heated, Offensive, and/or Tense**. While “hot moments” is often used as a blanket term to refer to challenging moments, HOT as the acronym importantly makes space for the distinctions across these situations and the different approaches instructors might take when navigating them as they arise. It’s important to note that these categories are not mutually exclusive, and that it is possible for moments to be heated, offensive, *and* tense all at once.

- **Heated** moments can be characterized by yelling, accusations, or name-calling. In these moments, it is immediately clear that something has gone wrong and there is a rupture in the course.
- **Offensive** moments are when something *offensive* has been said. Perhaps someone has used a racial slur, or has made an offensive comment about a group or individual; it may also be that someone has made an inappropriate joke at the expense of a particular social group. These moments could become heated, depending on reactions, but if the offensive moment is unaddressed or unacknowledged, it's possible members of the classroom community may sit silently or withdraw.
- **Tense** moments may be difficult to address or identify. These could be moments when the room goes silent after a comment or remark has been made, or students are uncomfortable with the course material or discussion. There's no single moment of explosion or reaction, but it's clear that *something* has shifted. At the same time, tensions within the classroom may be influenced by tense climates outside of or beyond the classroom environment.

Developing Your Response to HOT Moments

When HOT moments occur, students will look to the instructor to address them. There are several factors that may impact an instructors' response to a particular moment, as well as impact the level of control an instructor feels they have over the situation. The following section offers considerations for instructors to think about as they select which strategies to employ.

HOT Moments related to course content □

Some HOT moments might be anticipated given the nature of particular course content. In fact, sometimes these disruptions may be seized as an opportunity for growth and learning, encouraging students to think outside of their comfort zones. When preparing for potentially challenging course materials, it can be helpful for instructors to reflect on past experiences with similar situations:

- *How have you navigated HOT moments in the past?*
- *What sparked the HOT moments in your course (e.g., your own biases or assumptions, a particular course element)?*
- *How did you respond (or not respond) in the moment?*

- *What impact did your response have on course climate and student learning?*
- *What might you do differently going forward?*

HOT Moments related to events beyond the classroom



Alternatively, there are times when instructors cannot anticipate particularly challenging moments in the classroom. These dialogues may arise in response to an offensive comment or remark outside the scope of course material, or perhaps be influenced by a tense sociopolitical climate or events *outside of* the classroom context. Regardless of the initial cause of these challenging dialogues, their unanticipated nature and need for in-time response can make them particularly hard for instructors and students alike. It can be helpful for instructors to reflect on what they would do in these situations:

- *How might you prepare to facilitate difficult conversations in your classroom?*
- *What is your approach for creating space for difficult dialogues and inviting diverse perspectives?*
- *How might you create space for dialogue while keeping the focus on the class learning goals?*

With these reflections, your course context, and your students in mind, explore the strategies for before, during, and after class that will help you prepare for navigating future HOT moments.

The CTL is here to help!

You don't have to navigate Heated, Offensive, or Tense (HOT) moments alone or in isolation; the CTL is available to support you in your navigation! Email CTLFaculty@columbia.edu to schedule a 1-1 consultation.

The following sections offer questions for reflection and strategies for navigating and responding to HOT moments before, during, and after class. In some instances, if a particular strategy is suited for a moment that is notably Heated, Offensive, or Tense, that is called out explicitly; when not called out, the strategy is one that might be applied and adapted across situations and contexts. Instructors may find that the strategies called out specifically for *Tense* moments are also ones that work best during those unanticipated challenging dialogues.

Before Class

Before entering the classroom, whenever possible, instructors should anticipate HOT moments. Although these preparatory actions may not prevent a HOT moment from arising, they can help create an environment in which it is easier to move forward. Some possible strategies for addressing HOT moments before a course or class meeting include:

Establish class norms, discussion guidelines, and/or content warnings: *Is it clear to your students what the expectations are for classroom etiquette, engagement, and interaction?*

While class norms and [guidelines](#) won't ensure HOT moments never happen, they can be valuable tools for navigating these moments when they arise, as they give the class a shared grounding to turn to in the moment. Establishing class norms and guidelines is also a great opportunity to partner with learners in co-construction of these agreements. This collaboration can also help students feel a greater sense of agency and ownership of the expectations. For more support with getting started, see the Barnard Center for Engaged Pedagogy's resource on [Crafting Community Agreements](#).

While class norms and guidelines are a useful practice in any context, they can be particularly valuable for **Tense** moments, as they provide instructors and their students a shared vocabulary, understanding, and structure for engaging in productive, and sometimes difficult, dialogues. This can be especially helpful when unanticipated challenges or tensions arise.

Reflect on the course material and/or previous iterations of the course: *What materials (e.g., readings, topics, assignments) might spark HOT moments? Or what materials sparked HOT moments in previous iterations of the course?*

Does the course include particularly challenging readings or topics? Did HOT moments occur previously? Identifying these areas in the course can help instructors better

prepare for potential HOT moments. Instructors might also consider providing additional framing or context that might have preempted the HOT moment previously.

Provide supplementary course materials and accompanying discussion prompts:

Are there supplementary course materials that might help preempt a HOT moment, or provide additional context? What are the areas of the text or material that you would like students to focus on?

Supplementary materials, such as readings that offer additional perspectives on a topic, are one way to prepare students for challenging discussions. By introducing these perspectives ahead of the discussion, instructors can help students critically interrogate ideas and opinions before class. During discussion, then, students can attribute ideas or concepts to a cited author and not a classmate. As with any strategy, providing these materials does not ensure that a student won't raise a particular viewpoint or perspective that results in a HOT moment; rather, providing the materials is one way to anchor the topic in a particular conversation or context.

Additionally, discussion prompts or questions that accompany or prepare students for the discussion can provide a shared foundation to turn back to if or when a HOT moment occurs. You might also collaborate with students, asking students to develop questions to start a discussion. Again, like with any strategy, having these questions won't ensure that no HOT moments arise, but rather, they can help students ground their responses in shared material.

Consider the current social climate and context: *Are there recent events (internationally, nationally, or locally) that might contribute to a HOT moment?*

Classrooms can serve as microcosms of the broader context, and can be greatly impacted by external events that feel removed from the classroom context. Paying attention to the current social climate and context can help an instructor prepare for possible connections with the course material, and the potential for a HOT moment. This might mean making space for discussion at the start of the class, preemptively helping students see the connection between a particular course topic and current events. Having space for this conversation early on allows for students to both process and articulate their ideas, perhaps avoiding an eruption of these ideas later in the discussion.

Acknowledging the current social climate and context is especially helpful for instructors anticipating a potentially **Tense** class meeting. While it can be difficult to control all the factors in the classroom, and anticipate every challenging dialogue that might arise, this consideration can help instructors prepare themselves and their students for participating in a productive discussion that invites diverse perspectives and creates opportunities for active listening and learning.

During Class

Responding to HOT moments as they arise, though it may feel uncomfortable and daunting, is important to maintain trust and rapport in the classroom. Some possible strategies for responding to HOT moments during class include:

Initiate a reflective pause: *What do students think is happening at that moment? What might have caused this particular discussion (e.g., a particular moment in the text, connection to events “external” to the classroom)?*

Sometimes the best thing to do is hit pause. A reflective pause is not meant to shut down a conversation, but rather it offers an opportunity for the class to reflect on what has happened and perhaps identify productive pathways forward. During the pause, the instructor might ask students to reflect on the class discussion and identify what might have caused the HOT moment (with emphasis placed on ideas, not individuals). This is also an opportunity for students to engage more deeply with the text or material being discussed, as instructors might ask students to individually return to the text before continuing the whole group discussion. No matter the prompt used, the reflective pause gives students a chance to process their own thoughts, while also giving the instructor a chance to brainstorm how the discussion might move forward.

This strategy is particularly helpful for **Heated** moments where tensions are high, and perhaps any chance for dialogue and discussion seems impossible. Reflective pauses are also valuable in those **Tense** moments when instructors and students alike may need a moment to process what is going on beyond the classroom that is making it hard to focus on the course content and the learning.

Return to the course material at hand: *How might you direct students’ attention back to the text or material at hand?*

HOT moments can arise when a discussion strays from the text, material, or topic at hand. While there can certainly be fruitful discussions that come from this straying, it can also be harder to move beyond a HOT moment when what is being discussed is beyond the shared scope of the course. In these moments, it can be helpful to ask students to support their comments with evidence from the text (e.g., “Could you point to a specific moment in the text that raised this [conclusion, idea, etc.]?”).

This strategy is especially helpful during **Offensive** moments, when a student may present an offensive opinion or present a harmful stereotype as fact. Asking

students to use the text at hand can help recenter the discussion and ground the discussion within the shared course material.

Revisit community guidelines or class norms: *Is the class still following the agreed upon and shared community guidelines? Are these agreements still serving the class?*

When possible, return to and remind students of the community guidelines or shared class norms. It's a great opportunity to remind students of what has been agreed upon in terms of expectations around discussion etiquette and engagement in the class. It might also be an opportunity to revisit and, if needed, revise, the agreed upon guidelines or norms.

This strategy can be a great way to call for a pause during a **Heated** moment. It can also be a helpful touchpoint when the discussion gets **Tense**, reminding students of what they have all agreed upon as the norms of discussion.

Use questions to help students explore their response: *How might you encourage students to think critically about their responses and contributions?*

It's important not to single out an individual when HOT moments arise. Doing so can result in the singled-out individual getting defensive, shutting down, or further escalating the HOT moment. At the same time, it can be a valuable learning opportunity to encourage students to think more critically about potential comments or responses. Some probing questions might include: "Many people share this [feeling, opinion, sentiment, etc.]. Why do you think they feel this way? What are some other perspectives?" This can help students think about both *why* people feel a certain way about a topic, while also considering alternative perspectives or opinions.

This strategy can be particularly helpful during **Offensive** or **Tense** moments, as they can help illuminate a particularly offensive opinion or comment, without singling out an individual. These questions create an opportunity for students to reflect upon challenging or harmful perspectives.

After Class

It's best to respond to HOT moments as they occur, so as to not further impede student learning and create discomfort or rupture in the classroom environment. However, a response in the moment is not always possible. It could be that the HOT

moment occurred as class was wrapping up, or it might be that something was brought to your attention after the fact. In these instances, it's always better to respond after class than to not respond at all, which could harm any trust and rapport instructors have built with their students. Some possible strategies for responding to HOT moments after class include:

Engage students in asynchronous discussion spaces: *How might you leverage asynchronous discussion spaces after class? What are productive uses of this space?*

It is also possible to continue a discussion, and address a HOT moment, in asynchronous discussion spaces. Leveraging this space can allow students time to process their thoughts and craft responses. At the same time, these discussion spaces can also create space for you as the instructor to provide a prompt to help focus the discussion. You might consider bringing some of the responses into the next class session as a way to move the class forward.

This strategy can be helpful in navigating **Heated** moments, as they allow time and space for processing one's thoughts and response.

Start the next class with a reflective pause: *What could have been different about the previous discussion? How will the class proceed in this and future discussion?*

Starting the next class period with a reflection can be a great way to address a previous HOT moment, while also helping to develop ideas for moving forward. Consider asking students to not only reflect on what happened, but to also reflect on ways that the class might move forward and better navigate, or when possible, avoid similar situations in future discussions.

This strategy can be an effective way to address a **Heated** moment, offering students' time and space for processing their responses. At the same time, these pauses can be helpful in responding to an **Offensive** or **Tense** moment, as students will have had time to think about the discussion, and how they might want to move forward.

Set up 1-1 meetings: *Is there an opportunity to meet 1-1 with students to learn more about the situation and address concerns?*

In certain circumstances, it might be more effective to meet with students individually. For example, if a student has emailed you with concerns about a particular comment or moment in the course, that could be a time where a 1-1 meeting makes the most sense.

Keep in mind, however, that students can often feel nervous about 1-1 meetings, so when asking for a meeting, it's important to be as clear and transparent about the purpose and goals of the request as possible.

Share reflections with students: *How might you model reflection for your students?*

You might choose to share your own reflections on a HOT moment with your students. This might be admitting you were not expecting particular responses or contributions to a text. There might also be an opportunity to share why you assigned the text or material that sparked a HOT moment, helping students to understand its purpose in the class. In explaining the purpose, however, it's important to consider and share what you might have changed about presenting the material so as to preempt a HOT moment.

This is an especially useful strategy for **Tense** situations that go beyond the classroom. Instructors might share their own honest reflections and potential struggles with students, admitting that they don't have an answer or that they too are grappling with what is happening beyond the classroom.

Accept responsibility for participating in and being the cause of a HOT moment: *Did something you say or do in the class result in a HOT moment? How might you accept responsibility and move forward with your students?*

It can be challenging for instructors to admit when they participated in the creation of a HOT moment, and it can be difficult to hear that something they said or did caused harm or offense. However, it's important to remember that intentions do not equal impact: despite doing something with good intentions, you are responsible for the impact these actions have, even when the impact is unintentional. Listening to your students, accepting responsibility, and identifying action steps to move forward is essential for learning to continue and for the class to move forward.