



# Instructional Policies and Procedures

## Facilitator Guide

### 1. Watch video until minute 9:00

### 2. Case Study #1 [12 minutes total]

~5 minutes for small group discussion

~7 minutes for large group debrief

How might you respond to the student?

- Be sympathetic that the student may be feeling a little overwhelmed with the class
- Ask more questions:
  - Has the student been working with Disability Access Services?
    - If yes, when? Did DAS determine and officially document a disability that would require this accommodation? If a disability was documented, let the student know you will follow up with the instructor of record for the course or other appropriate departmental support and get back to them. Notification may not have been received yet or redirected to you.
    - If no, then refer them to DAS to learn more about their services and possible documentation process.

Would you grant the extra time?

- This is case where you likely don't have the information you need to make a decision in the moment. If the student indicates a disability has been documented by DAS, then you should follow up with appropriate staff in the department to confirm this and get back to the student. If a disability has not been documented, then you should refer the student to DAS if the student believes they have a disability. This referral is in the student's best interest so as to work with the experts on campus and ensure that if a disability exists, it gets documented for *all* future courses.
- In some cases, a student may insist on accommodation without DAS documentation. It is inappropriate for you to make accommodations without official authorization to do so from DAS. This can set a problematic precedent for others in the class. Also, it puts you in a position of distinguishing legitimate requests from those that may not be, which is beyond the scope of your responsibilities and, in many cases, beyond the scope of your expertise.

What actions would you take afterwards?

- If you indicated you would follow up with the instructor of record or department staff, do so soon after class and communicate with the student that this was done. If there is no disability documentation from DAS, encourage the student to contact DAS and follow up on their own. It is possible the student may have been in touch with DAS staff to discuss documentation, but not be clear on the process.



- If you referred the student to DAS, you may want to touch base the next class to see if the student did so or if they need more guidance as to how to reach out. It would be best for you to refrain from asking about the details of the meeting and ask only about if the student was able to make the connection.
- If a disability is documented soon after, consult with the instructor of record or appropriate department staff if questions arise about providing accommodations and what, if anything, needs to be done. Refrain from discussing DAS communication and the student's disability with anyone other than the student, and only do so with the student in private and when necessary.

### 3. Watch video until minute 14:00

#### 4. FREE WRITE #1 [3 minutes total]

Allow time for participants to independently write down these responses on the session handout or someplace else. The goal here for them to independently identify new concepts or information that they have gleaned in this part of the session. These will not be collected or debriefed as a large group. Reconvene in 3 minutes and move on to the next section.

### 5. Watch video until minute 24:40

#### 6. CASE STUDY #2 [12 minutes total]

~5 MINUTES FOR SMALL GROUP DISCUSSION

~7 MINUTES FOR LARGE GROUP DEBRIEF

How might you respond in the moment?

*There are a number of positive and productive ways to respond, depending on the context.*

- If this is a large class and there are a number of individuals who seem to also be engaging in this behavior, you may want to take a quick break from the lecture in the moment, at the end of the class, or at the beginning of the class to politely state what you have been observing and request that if students are using laptops or tablets, they do so only to work on activities directly related to the course. This can be a gentle reminder, referring back to classroom expectations if a previous discussion took place or language exists in the syllabus. If you choose to address the entire class, you will want to refrain from singling out individual students: this can be potentially embarrassing and isolating and/or have a negative effect on the classroom environment.
- If this is a smaller class, or it seems like an incident isolated to few students, you may want to find a time before, during, or after class to approach the student(s) and have a more private conversation. You may find it easier to begin the conversation with straightforward statements about what you've observed and ask follow up questions so the student has an opportunity to explain (e.g., "I noticed that you have been doing work on your laptop that appears unrelated to this class. Can you tell me more about that?"). This conversation may lead to any number of



responses, but it would be good for you to be prepared to discuss classroom expectations, strategies for ensuring they are met, and possible consequences for continued disruptive behavior.

What actions would you take afterwards?

- You may want to follow up with students who have made positive changes in their behavior to let them know you have noticed the changes and appreciate their attention to the matter.
- In other cases, continued follow up may be necessary if the behavior persists.
  - You should be aware of options that exist and those which will be supported by the instructor of record or department staff. For example, is it appropriate to have clearly identified times during class when you ask students to close their devices, unless they have a legitimate need to use it, and focus on a specific class activity? Is it appropriate to ask students to refrain from using laptops in the class altogether, unless they have a legitimate need to do so, if it has become a persistent problem? May individual grade penalties be enforced in habitual and persistent cases? These types of considerations should be vetted with colleagues.
  - You should also be aware of next steps in terms of resolving the issue. If problems persist, should the instructor of record or other department staff intervene or take action?

## **7. Watch video until minute 27:10**

## **8. FREE WRITE #2 [3 minutes total]**

*If time is running short, ask participants to complete this later.*

Allow time for participants to independently write down their responses on the session handout or someplace else. These will not be collected or debriefed as a large group. Reconvene in 3 minutes and move on to the next section.

## **9. Watch video until end/minute 30:04**

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