

Class Representative Ongoing Training

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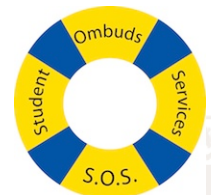
Monday, September 30th, 2013 & Thursday, October 3rd, 2013



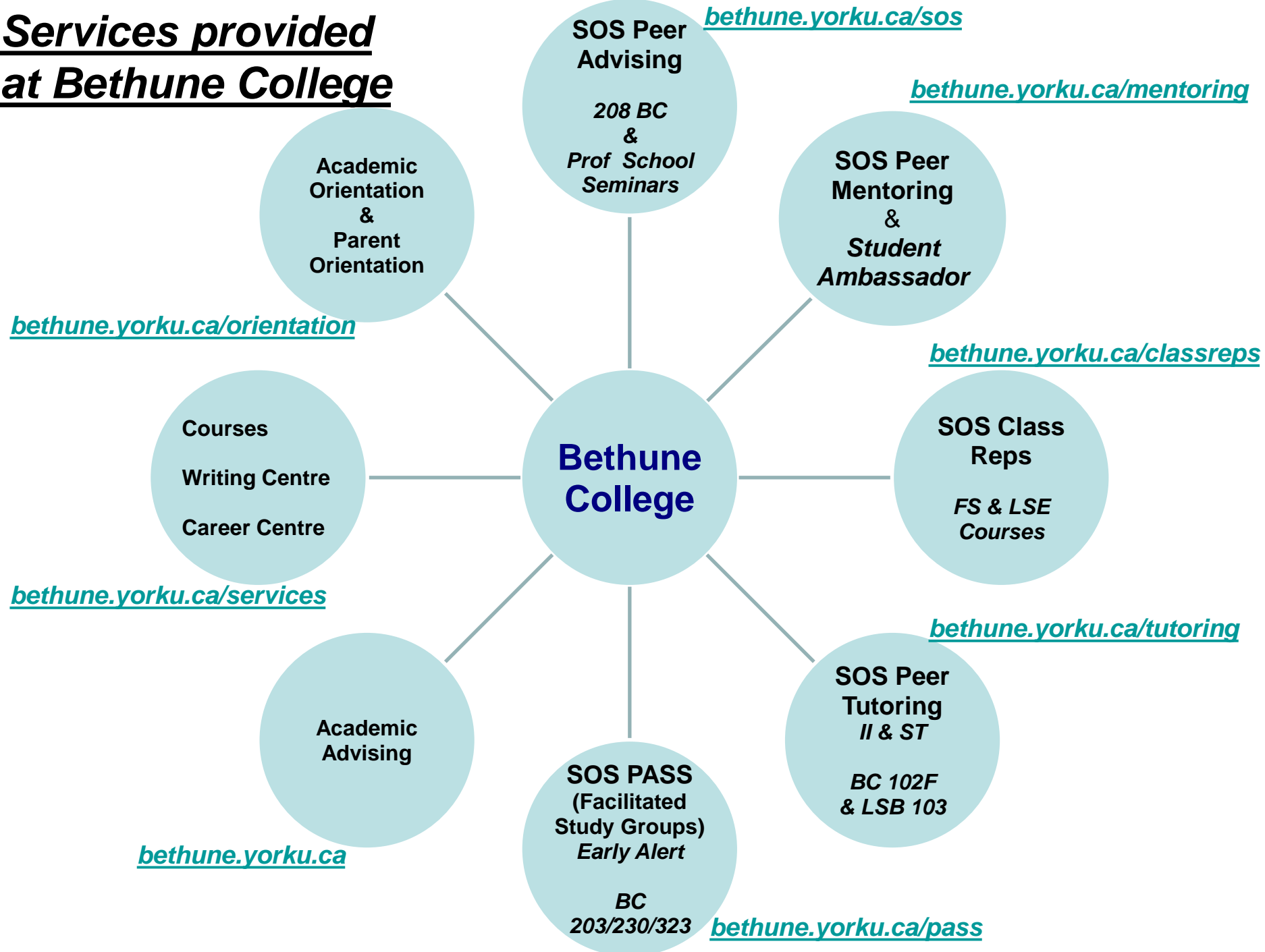
redefine THE POSSIBLE.



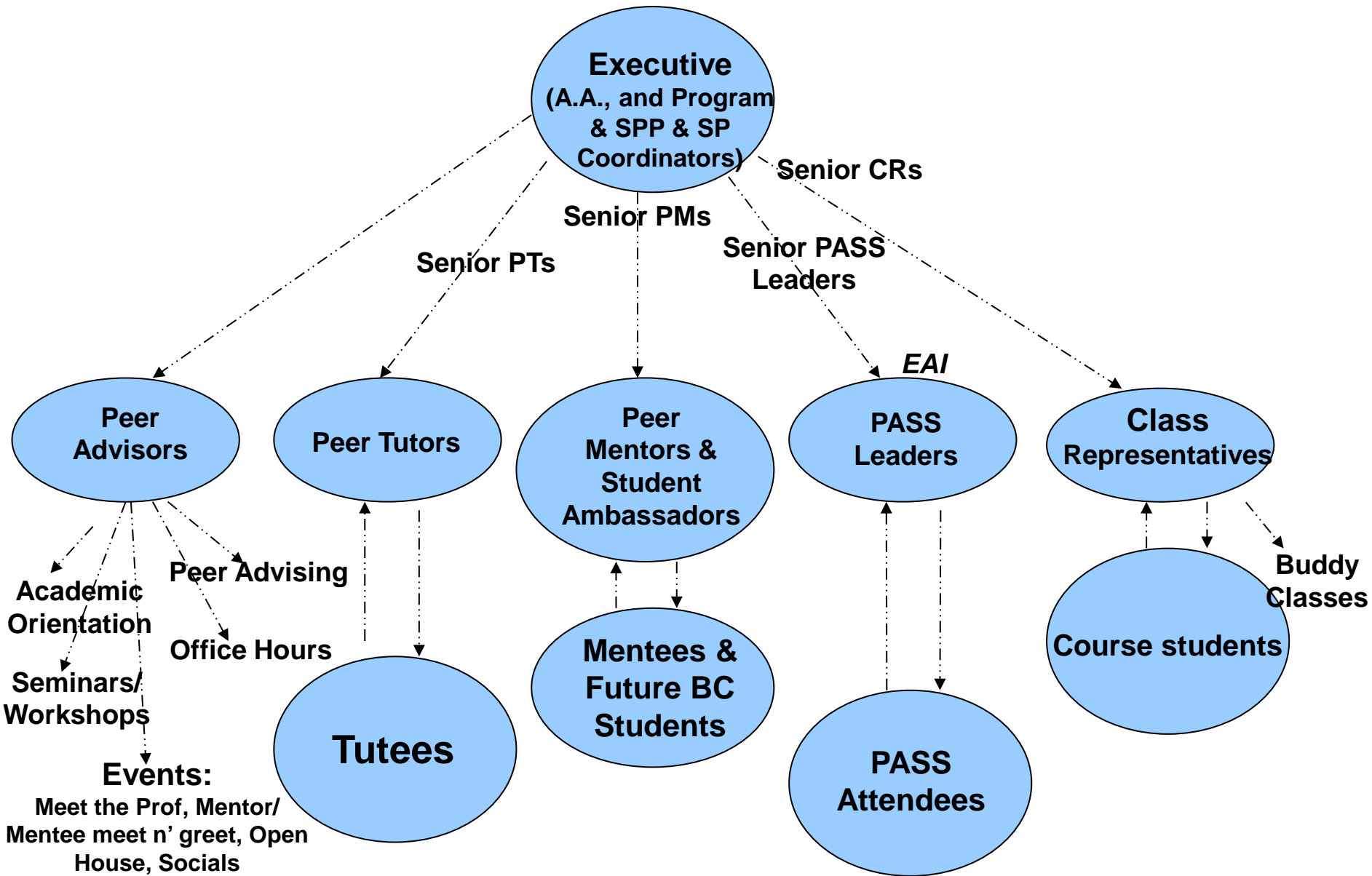
Norman Bethune College



Services provided at Bethune College



S.O.S. Network Flow Chart



Bethune College Academic Community Facebook page:

<https://www.facebook.com/pages/Bethune-College-Academic-Community/138276282935910?fref=ts>

What is the CR program?



Vision

Peer-based, course-specific, Bethune College academic service, in which Class Representatives liaise between professors and their students, to enhance classroom learning experience and improve student performance.

Mission

Empower Class Representatives as agents of positive change in the classroom by providing hands-on peer leadership experience.

Enable students to voice course-related concerns

Promote professors' awareness of undue challenges facing students

Roles and responsibilities of a CR



- When necessary, meet with course instructor/director 3-4 times per semester on a need-to basis
- Attend Basic Peer Leadership Training Day (1 full day: between 9:00 am until 6:00 pm) to be held in May 2013
- Answer student-related concerns regarding the course

Roles and responsibilities of a CR cont.



- Attend weekly meetings with fellow CRs and CR Program Coordinator
- Promote and advertise all Bethune College events in your CR courses
- Organize and schedule PT-supported study group sessions
- Promote and advertise the “***Bethune College Academic Community***” Facebook page

Tips for success



- Listen to the concerns of your fellow students.
- Do not break the boundaries of the CR-student relationship.
- Bring up concerns to the CI/CD regarding improvements to the classroom environment or the delivery/quality of lecture material, to ensure the absence of distraction during class.
- Wait until you receive multiple complaints or concerns about the same issue before contacting your CI/CD.

Tips for success



- Inform students of other Bethune College resources (PA, PASS, PM and PT) and upcoming events.
- Utilize Moodle, Doodle Poll or Class clickers to determine the ideal date and time to book study rooms.
- Aim for ***co-evolution*** not revolution with CI/CD

“The daily life of a CR”



- Attend every class and sit in the same identifiable area
- Advertise Bethune-related events at the beginning of the class or on Moodle
- Book a study room and advertise on Moodle/ Facebook or in class about weekly PT-supported study group sessions
- Wait 5 min after class if anyone has any concerns

“The daily life of a CR cont’d”



- Check your York U email for any CR-related messages
- After receiving multiple complaints, meet with your professor during their office hours or contact them via email
- Consider opening a Facebook group for students to express their concerns

How to bring up concerns to the professor



- Use phrases like : **we feel, the students feel, the students are concerned about**
- Avoid using personal pronouns when referring to the professor, for example: “it was ***your*** responsibility....”
“***I feel*** that....”
- Depending on the professor, sometimes it would be better to allow the professor to arrive at the conclusion by themselves

Scenario #1



- The professor just reads off the slides and covers 50 slides per class. Several students are complaining that it's too fast and he doesn't explain?

Scenario #1



- “**Students** are concerned that **the slides** go by too fast, and students are concerned with the pace of the course. Also, students noticed that we are ahead of the other sections. **They have suggested** if it may be possible to slow the pace of the lectures”.

Scenario #2



- Students are complaining that the professor is using the chalk board despite the fact that it is a large class and the majority of them can't see his/her writing.

Scenario #2



- How would you communicate this to the professor?
- What would you say to the professor?



How to talk to students – Try to alleviate their concerns



- The reality is that not all your concerns will lead to changes in the classroom
- When communicating with students, avoid negative body language; make sure you give them the sense that their concerns are being heard
- Some issues and concerns are out of your reach, for example: time allotted to tests, difficulty level of material & tests, material taught

How to talk to students – Try to alleviate their concerns



- Refer to the lab manual for lab related questions
- Some students will complain about anything and everything and will never be satisfied.
- Be careful not to get carried away
- Don't take on student concerns emotionally
- Be objective in your approach/assessment

Any Questions?

