
Table 1. Examples of what student resistance can look like^a

How students exhibit resistance

preparing new materials/activities can result in a late arrival to class. It can be tempting to go ahead and teach scheduled material, even though it may seem that most of your students are still struggling and could use more exploration of previous ideas. In fact, taken one by one, few of these instructor behaviors may seem all that surprising. However, accrual of multiple of these behaviors could promote stu-

behaviors by an instructor that effectively decreases the social distance between themselves and their students (Mehrabian, 1971; Science Education Research Center [SERC], 2013).

testing,” “unfair grading,” and “shows favoritism or prejudice.” While there may be much more complex and deeper issues at play when questions of prejudice are raised, issues of unfair testing and unfair grading can be addressed. In par-

Table 3. Methods for collecting evidence about students' concerns

Science Education Initiative (2013). Framing the Interactive Engagement Classroom, Boulder: Science Education Initiative at the University of Colorado, Boulder. www.colorado.edu/sei/fac-resources/framing.html (accessed 26 August 2013).

Science Education Research Center (2013). Immediacy in the Classroom: Research and Practical Implications, On the Cutting Edge at Carleton College. <http://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html> (accessed 26 August 2013).

Silverthorn DU (2006). Teaching and learning in the interactive classroom. *Physiol Educ* 30, 135–140.

Smith GA (2008). First-day questions for the learner-centered class-

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