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Group Name: Teacher 4 Life

Topic: Student Apathy is a Huge Problem

## Peer Survey

### Question 1: How has student apathy affected the pace of instruction in your classroom?

- **Person 1** – I have found that I have not been able to get to the more important information in the curriculum because we are not able to get all of the students to finish the fundamental basic assignments.
- **Person 2** – I don't have a problem. We stay on schedule and finish one chapter a week. The students who don't care just don't turn in the work or they fail the test because they didn't do the work.
- **Person 3** – Students who don't care cause a lot of problems for the students that really want to do the work in class. They are always disrupting the classroom, they cause me to stop teaching to deal with their behavior – the other students get mad at them, and we typically do not get to do the planned activities because we run out of time.
- **Person 4** – I just send the kids to the office when they don't do the work. The rest of us just keep working. They don't slow me down.
- **Person 5** – I have tried to find ways to engage these kids in the classroom and help them succeed even when they don't seem interested. When I use different activities or try to directly target them, I have found that they can still grasp the concepts we are teaching in the classroom, but they just show their understanding in a different way.

*Summary – Each of the teachers seems to deal with student apathy in a different way. Some ignore the students that don't care, some allow these students to disrupt the classroom instruction and only one actually looked for a way to address why they don't want to be in the class.*

### Question 2: What are some ways you have addressed a student who was not motivated to learn in class?

- **Person 1** – I have tried to work one-on-one with them to help them finish the assignment before the bell rings so that they stay on track with the rest of the students. I have also assigned them to work with a partner.
- **Person 2** – I don't really see a need to address them. I am here to teach, and if they are in the class, they should want to learn. If they don't want to learn the information I am teaching them, then I expect them to be quiet while I teach those who do want to learn.
- **Person 3** – I try every day to deal with each student as they show their disinterest by acting out in class. However, I find that I get very overwhelmed by their behavior and most of the time I just hope that they will behave enough so I can teach and others can do their work.

- **Person 4** – I send them to the office and their parents get a phone call. For some kids, this is enough to help remind them to stay on task in the classroom. I don't really do anything different for them.
- **Person 5** – I spend a lot of time thinking about each of the students, trying to figure out what would interest them. I have tried altering the assignment to make it more "their style" and allowing them to show me the information in a different way. That is hard to do because of the grading responsibilities, but some kids need a change, so I try that on occasion. Most days, I try to at least check in with these students, see how they are doing on the work and I try to make some sort of connection to the real world so they can see why learning this information matters outside of school. It doesn't always work, but I think that it works enough so that these students don't fall behind their peers in the classroom.

*Summary: The teachers seem to address the student's lack of interest and in their own way, they try to find a way to reach the student. Only one teacher reciprocates the disinterest.*