Information Literacy   OER @ Digital UNC

2016

Journal Article Summary Table

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Reading a Scholarly Journal Article

Complete the table for the journal article you've been given. The first row has been completed as an example. When you are done, share your findings with your partner(s).

Article Citation	Research Question or Hypothesis	Key Findings (answer to research question)	Participants/Data Sources	How was the study conducted?	Study Concerns
McKinne, M., & Martin, B. N. (2010). Higher education faculty and student perceptions of classroom incivility. *Journal of College and Character*, 11(2), 5-17.	Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility? Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility?	Faculty perceived more behaviors as uncivil that students. For example, faculty view being unprepared for class as uncivil behavior while students did not. Students perceived some uncivil behaviors (groans, sarcasm, side conversations, and cell phones) more frequently than faculty. Both faculty and students agreed that the behavior and actions of the instructor had a greater impact on classroom incivility than student actions. The need for instructors to show respect was a recurring theme in both student and faculty responses.	197 students from 4 Midwestern Universities (education and psychology majors) 52 faculty from 4 Midwestern Universities	Complete a survey on their perceptions of classroom incivility. 10 students and 10 faculty then completed a follow-up questionnaire on the relationship between instructor behavior and incivility.	
Boysen, G. A. (2012). Teacher responses to classroom incivility: Student perceptions of effectiveness. *Teaching of Psychology*, 39(4), 276-279.					

Synthesizing Multiple Sources

Work with your partner to look for similarities and differences between the three articles. Together, write a short paragraph synthesizing the sources that addresses the following questions:

To what extent do students and faculty view classroom incivility as a problem? What can be done to address classroom incivility?

Paragraphs can be typed or (legibly) handwritten. Include both of your names on your paragraph. Don't take text straight from the article. Write it in your own words. Don't worry about citing sources for now; we'll talk about that later.

EXAMPLE:

SINGLE ARTICLE SUMMARY	MULTIPLE ARTICLE SYNTHESIS
This investigation examined perceptions of undergraduate students and faculty of incidents of classroom incivility; of the perceived effectiveness of faculty in circumventing classroom incivility; and of the effectiveness of polices addressing incivility. Findings revealed there is a statistically significant difference between faculty and student perceptions of the type and frequency of incidents of classroom incivility. Findings also revealed a difference between faculty and students as to whether a teacher's interpersonal/pedagogical skill could affect classroom incivility. Implications include a dialogue between faculty and students regarding classroom incivility, a refinement of pedagogy/ interpersonal skills for the professorate, and development of policies.	Both students and faculty perceive classroom incivility be problematic but they have differing views on the problem. Thus there needs to be a dialogue between professors and students to define properly classroom incivility. There is strong debate and discrepancy as to what exactly constitutes acts of incivility (Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). Moreover, this conversation should not be a "global" event, meaning the dialogue would not be best served in a campus-wide workshop or symposium (Twale & DeLuca, 2008). These conversations need to be at the "local" level, in the classrooms of individual instructors. Bruffee (1999) underscored the importance of collaboration in higher education. Collaboration between faculty and students would be a powerful tool to address classroom incivility. Additionally, the literature supports the concept that faculty must address classroom incivility head on and not shirk from such responsibilities (Braxton & Mann, 2004; Hannah, 2006).

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Bjorklund, W. L., & Rehling, D. L. (2010). Student perceptions of classroom incivility. *College Teaching*, 58(1), 15-18.					

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