

Establishing Learning and Behavioral Expectations



Summer 2017

Part of the Learning Design Workshop Series: Strategic Instruction Face-to-Face and Online

Learning Outcomes

Participants will be able to

- differentiate learning and behavioral expectations
- list learning and behavioral expectations integral to the 21st-century university classroom and student
- draw comparisons and differences in expectations for blended, online and traditional learning environments
- communicate expectations in multiple, digital means that can also translate to print and face-to-face methods
- design a syllabus and course that complements these expectations

Learning Expectations

- Learning environment protocol.
- Participation in the learning environment.
- Prior skill level.

Behavioral Expectations

- How faculty and students interact with one another and conduct themselves once within the learning environment.

Discussion

What learning and behavioral expectations do you have for your courses?

What is similar or different among your courses?

Learning Expectations

- Class preparation
- Class participation
- Time dedicated to the course
- Mode (presentations, online classes, off-campus work)
- Collaboration/Group work
- “Trigger Warnings”

Behavioral Expectations

- Communication
- Technology use
- Instructor and student presence
- Civility/Respect/Netiquette

Discussion

**How are expectations
communicated to students?**

Discussion

Warning!

Instructions cannot
compensate for poor design.

How are expectations communicated to students?

Written Communication

What you say

syllabus | assignment instructions | feedback | weekly messages

Discussion

How are expectations communicated to students?

Written Communication

What you say

syllabus | assignment instructions | feedback | weekly messages

Modeling

What you do

classroom procedure | discussion forums | teacher/student examples

Learning Design

How the course works

session routines | activities | feedback | course structure

Warning! Instructions cannot compensate for poor design.

Example Expectation: Students should consult course documents and each other about course questions before consulting the professor.

Written Communication

syllabus

align assignments to syllabus
email responses to questions

Modeling

Encourage peer inquiry
rather than professor
authority:
discussion format
cohorts

Learning Design

Location of primary
resources:
searchable syllabus
Quick Mail/contact list
Q & A Forum

Your Example Expectation: _____

**Written
Communication**

Modeling

Learning Design

Discussion

How are learning and behavioral expectations different in an online learning environment (hybrid and/or fully online)?

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Learning Expectations

- Class preparation
- Class participation
- **Time dedicated to the course**
- Mode (presentations, online classes, off-campus work)
- Collaboration/Group work

Time Commitment

“The OU Student Catalog states that the standard Oakland University course is a 4-credit course which is scheduled for 200 minutes per week of ‘seat time’ engaged with the material. It requires the equivalent of 12 hours of work per week for a 15 week semester.”

Week 1. Introductions and Self Assessment ▶ Course Orientation Quiz ▶ Preview

Question 18

Not yet answered

Points out of 1.00

Flag question

Edit question

Which best describes the time commitment expected out of an Oakland University four-credit course?

Select one:

- a. participating in one hour of "seat time," which in an online class consists of activities where you receive instruction or work on activities with students, and four hours of preparation for this "seat time," such as reading.
- b. reading required texts for four hours a week and participating in reinforcement activities for four hours a week
- c. engaging in five hours work of activities and 12 hours of reading and writing to prepare for these activities
- d. watching instructional videos and discussing topics in forums for four hours a week, and reading, writing, and practicing skills to prepare for activities for eight hours a week

Learning Expectations

- Class preparation
- Class participation
- Time dedicated to the course
- Mode (presentations, online classes, off-campus work)
- Collaboration/Group work
- “Trigger Warnings”

Behavioral Expectations

- Communication
- **Technology use**
- Instructor and student presence
- Civility/Respect/Netiquette

Discussion - What is a technology policy?

What do you have your students do when:

- They lose power?
- They lose their internet connection (especially during a timed quiz or exam)?
- Can't get the technology to cooperate?

What should I include in my technology policy?

- Resources
 - Support team contact information (e-LIS, WebEx)
 - Ideas on where to go if you lose power/internet connection (campus, local library, coffee shop, etc.)
- What to do
 - Contact the appropriate support team
 - Don't contact support on behalf of your students - details get lost in translation
 - Ask them provide specific details of what happened to the support team
 - Which activity, assignment, or quiz?
 - What were you doing when it happened?
- Netiquette

Behavioral Expectations

Communication

Technology use

Presence

Civility

Classroom Approaches

- Zero tech: promoting mindfulness and distraction-free learning
- Anything goes: Autonomy for adult learners
- Texting breaks
- Identifying tech offenders: laptops vs. phones

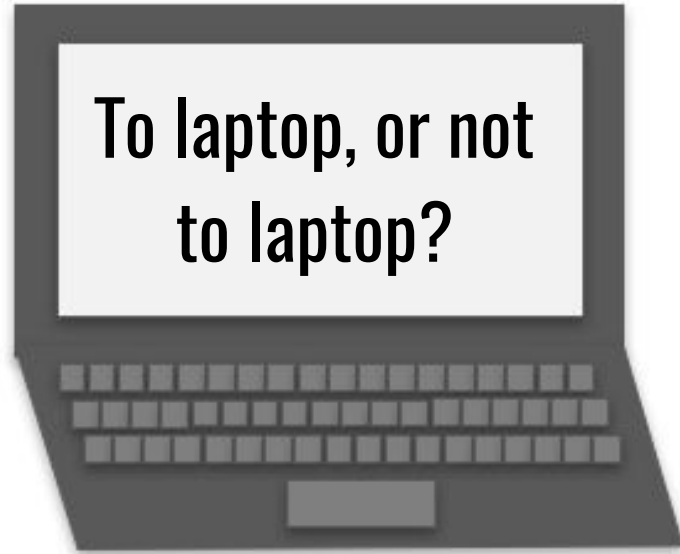
Behavioral Expectations

Communication

Technology use

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Civility



Is it better for students to take notes on a laptop or by hand?

BY HAND

Students who took notes by hand better answered conceptual questions about the instructional content (Mueller & Oppenheimer, 2014).

Behavioral Expectations

Communication

Technology use

Presence

Civility

Classroom Approaches

- Zero tech: promoting mindfulness and distraction-free learning
- Anything goes: Autonomy for adult learners
- Texting breaks
- Identifying tech offenders: laptops vs. phones
- Let course design be your guide

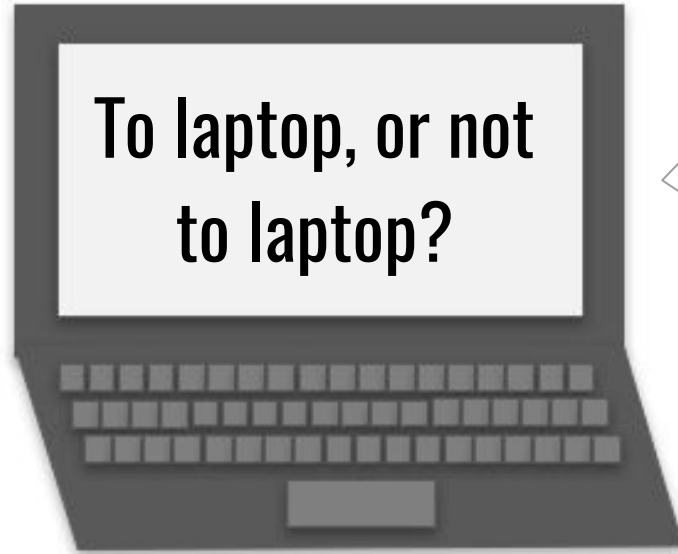
Behavioral Expectations

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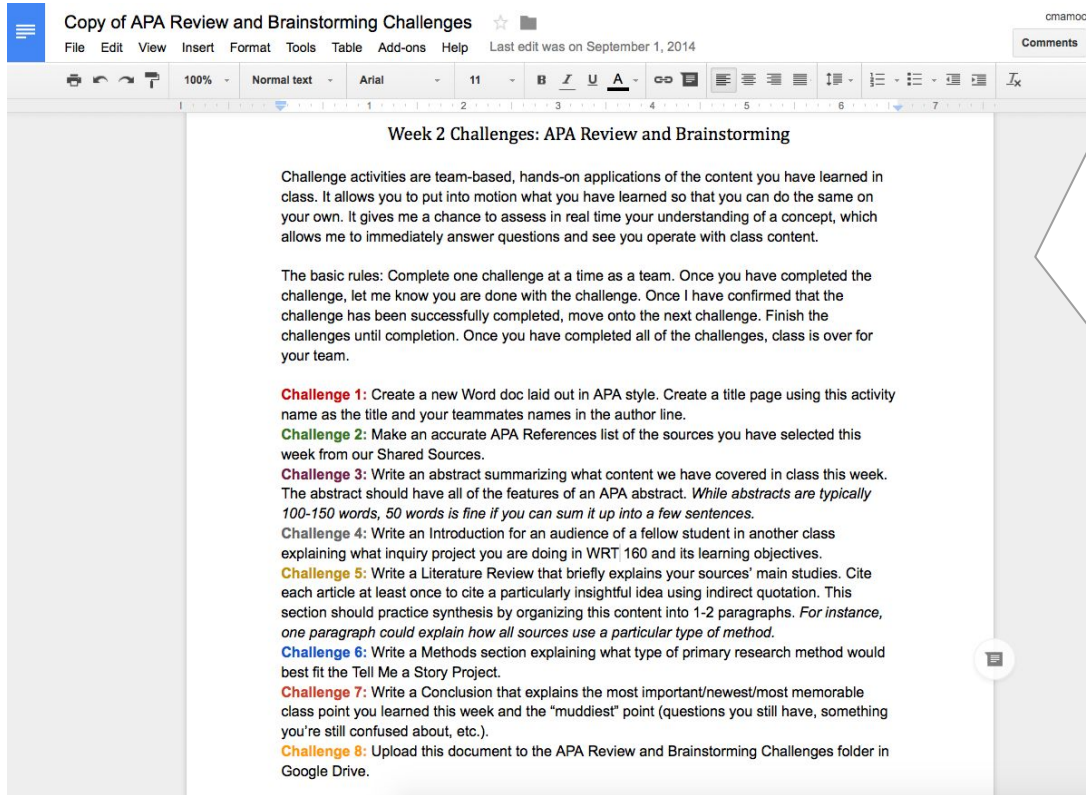
Depends on Purpose

WRT 1060 Example:

Laptops were encouraged because

- Collaborative use in Google Drive
- Hybrid class format
- Referring to research articles/guides
- Active learning format intrinsically discouraged distraction

Example: “Challenge” Format In-Class Activity



The screenshot shows a Google Docs interface with the following content:

Week 2 Challenges: APA Review and Brainstorming

Challenge activities are team-based, hands-on applications of the content you have learned in class. It allows you to put into motion what you have learned so that you can do the same on your own. It gives me a chance to assess in real time your understanding of a concept, which allows me to immediately answer questions and see you operate with class content.

The basic rules: Complete one challenge at a time as a team. Once you have completed the challenge, let me know you are done with the challenge. Once I have confirmed that the challenge has been successfully completed, move onto the next challenge. Finish the challenges until completion. Once you have completed all of the challenges, class is over for your team.

Challenge 1: Create a new Word doc laid out in APA style. Create a title page using this activity name as the title and your teammates names in the author line.

Challenge 2: Make an accurate APA References list of the sources you have selected this week from our Shared Sources.

Challenge 3: Write an abstract summarizing what content we have covered in class this week. The abstract should have all of the features of an APA abstract. *While abstracts are typically 100-150 words, 50 words is fine if you can sum it up into a few sentences.*

Challenge 4: Write an Introduction for an audience of a fellow student in another class explaining what inquiry project you are doing in WRT 160 and its learning objectives.

Challenge 5: Write a Literature Review that briefly explains your sources' main studies. Cite each article at least once to cite a particularly insightful idea using indirect quotation. This section should practice synthesis by organizing this content into 1-2 paragraphs. *For instance, one paragraph could explain how all sources use a particular type of method.*

Challenge 6: Write a Methods section explaining what type of primary research method would best fit the Tell Me a Story Project.

Challenge 7: Write a Conclusion that explains the most important/newest/most memorable class point you learned this week and the “muddiest” point (questions you still have, something you’re still confused about, etc.).

Challenge 8: Upload this document to the APA Review and Brainstorming Challenges folder in Google Drive.

WRT 160 Example:
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Behavioral Expectations

Communication

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Presence

Civility

Classroom Approaches

- Frequency: How often instructor will communicate with students
- Formality: How students address instructor, relationship boundaries
- Peers: How students work with and communicate with one another

Behavioral Expectations

Communication

Technology use

Presence

Civility

Classroom Approaches

- Spatial: How students and instructor use classroom space (seats, tables, aisles, podium)
- Availability: How instructor and students interact
- Participation: What students and instructors do to engage in learning

Behavioral Expectations

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Civility

Classroom Approaches

- Controversy: The role of contentious subjects in the course and how to deal with them in a way that promotes learning outcomes and respects the learning community
- Conflict resolution: How instructor and students are expected to handle conflicts with course content, instructor, or peers

What expectations are communicated before the first day, on the first day and in the first week of classes? How?

Before the First Day

On

Christina Moore <cmamooore@oakland.edu> wrote:

[WRT160:](#)

» [Forums](#) » [Announcements](#) » [Welcome to Online Accelerated WRT 160 at OU: Starts May 5](#)



Welcome to Online Accelerated WRT 160 at OU: Starts May 5

by [Christina Moore](#) -

1

Welcome, university research writers!

I am Christina Moore, your Oakland University WRT 160 instructor. Our class officially starts _____ but you can start checking out the course if you get eager for the first day of a new semester like I do!

Getting Started During the first week we will review the course expectations through the syllabus, start conversations on writing and rhetoric, and get to know everyone. You can access the course by going to moodle.oakland.edu, entering your Net ID and password (the same that you will use for your OU email account), and clicking on the WRT 160 link. If you have never used Moodle, review the Moodle Orientation available at the top of Moodle. Students of all tech backgrounds have been able to use Moodle just fine after the first week or two.

Course Design: Fully Online and Accelerated It is convenient to be able to finish a writing course online in 7 weeks, but since this format goes through the course in double time, the course could require more than 20 hours a week. I have made the course available early so that you can assess whether this course is the best fit for you. Once you have reviewed the introductory material in Week 1, let me know if you have any questions or concerns

Required Materials Our only required textbook for purchase is Grizz Writes, the second edition. All other textbooks will be free and available online. All you will need tech-wise for this course is computer access with an internet connection (have a backup plan if our Plan A internet doesn't pan out) and a microphone for web conferencing. Any other requirements are available through free software, which I explain more on Moodle. You will not be required to come to campus at any point in the semester.

First Due Dates The week's activities will start off with two instructional videos, an Introduction and Course Orientation. Our first activity due dates will be _____ and _____. Be sure to log in some time during our first week before the due dates (_____ and _____) that you have time to do the activities and get a solid start to the semester. If you haven't logged in before _____ you might get an encouraging email nudge from me. If you have any questions about the course, let me know.

Look forward to meeting everyone!

- Christina

[See this post in context](#)

[Change your forum digest preferences](#)

What expectations are communicated before the first day, on the first day and in the first week of classes? How?

Syllabus

-  Course Description and Objectives
-  Time Commitment
-  Course Procedures and Student Expectations
-  Grade Scale, Grade Determination, and Late Submissions

Topic 1

Week 1

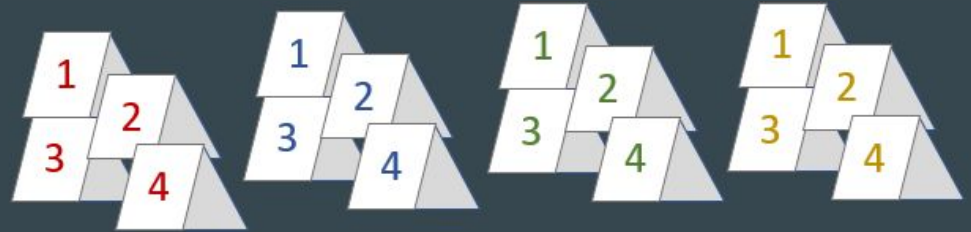
Course Expectations, Student Expectations, and Defining “Writing” and “Rhetoric”

-  Beginning of the Semester “To Do” List
-  The Syllabus Quiz (due Fri, 9/6 at midnight)
-  Our First Discussion Forum: Learning Style, Reading, Writing (first post due Fri, 9/6 at midnight; responses, Mon, 9/9 at 1:00 p.m.)

Collaborative Learning Expectations

Make the first class a model of a typical session in your course.

- Communicated the first day of class - Use of group sorting technique



Week 1 ONLINE: Collaborative Learning Expectations

Randomly assigned GROUPINGS

[Groups](#) [Groupings](#) [Overview](#)

Groupings

Grouping	Groups	Activities
Week 1 Groups	Week 1 A, Week 1 B	1
Week 2 Groups	Week 2 A, Week 2 B	1



[Week 1 Collaborative Exercise](#) (Week 1 Groups)



[Week 2 Collaborative Exercise](#) (Week 2 Groups)



Discussion

**What expectations do students have of you
and the course?**

How do you know?

Expectations in 21st Century Learning Environment

Recommended assessments correlate with their learning expectations

1. Frequent

2. Varied

3. Offer choice

4. Formative

5. Applied

6. Authentic

7. Relevant

8. Develop competencies

9. Linked to employment

10. Tied to course structure

Price, 2017

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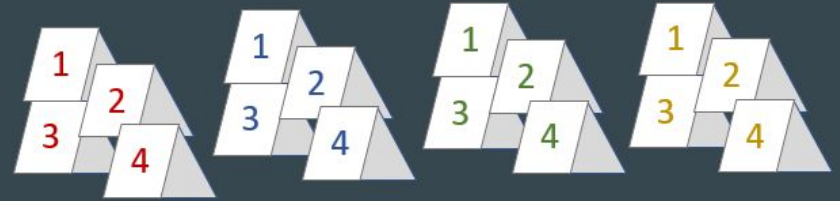
Do your expectations align with these expectations?

How can students see how they are aligned?

Price, n.d.

Collaborative Learning Expectations: Ask them their expectations directly

- Communicated the first day of class -
Use of group sorting technique
- Small groups answer questions about
their expectations for the course
(collaborative work, defining research,
defining writing, writing challenges in
school)



Online Discussion Forum Version Learning Expectations

- Online forum asks students to share their experiences with reading, writing, and learning generally. Replaces the more generic ice-breaker forum.
- Practices what I model and instruct as far as expectations for discussion forums.
- Allows students to better understand how their expectations differs with others.
- Allows me to relate their experiences and expectations to our course expectations and learning outcomes.

What can you **communicate**, **model**, and **design** in first day and week of classes to best communicate **STUDENT** expectations?
The weeks after?

If you expect students to prepare for class...



... make this preparation integral to class design (perhaps consequences for not being prepared).

If you expect students to engage in a hybrid course...



... do these activities within the first week.

If you expect students to trouble-shoot issues...



... give them direction on how to do so.
... redirect them when they go to you to trouble-shoot.
... ensure trouble-shooting needs are minimal.

What can you **communicate**, **model**, and **design** in first day and week of classes to best communicate **INSTRUCTOR** expectations?
The weeks after?

If students expect you to answer an email within 15 minutes...



... write in the syllabus the expected response time frame and stick to it.

If students expect you to review drafts of work...



... explain when and where you will do this and under what circumstances, and give them options for how else to receive feedback.

If students expect you to lecture and quiz (and you don't)...







... model how class will run the first day/week and explain how your class format best meets the course's learning outcomes.

The Syllabus

List student AND instructor expectations, including tech policy.

★ Example available in handout

Use syllabus content order and design to communicate priorities.

Syllabus	
 Course Description and Objectives	<input type="checkbox"/>
 Time Commitment	<input type="checkbox"/>
 Course Procedures and Student Expectations	<input type="checkbox"/>
 Grade Scale, Grade Determination, and Late Submissions	<input type="checkbox"/>

Commit to updating syllabus as needed, communicating this update, and making it available to students.

Plot ways to refer to the syllabus beyond the first day of class.

References

- Mueller, P. A., and Oppenheimer, D. M. (2014 April 23). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6). doi:10.1177/0956797614524581
- Price, C. (2017) How do I create ideal assessments for modern learners? *Magna 20-Minute Mentors* [video series]. Magna Publications. <https://www.magnapubs.com/mentor-commons/>