

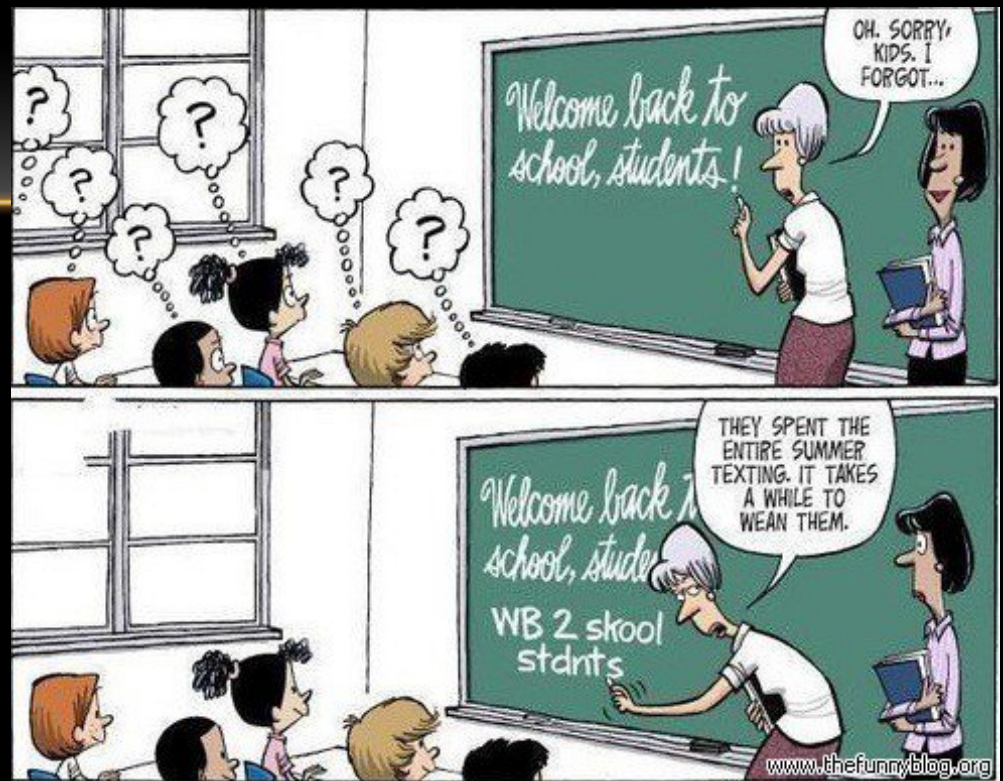
CREATE A FOUNDATION FOR SUCCESS: SETTING EXPECTATIONS

CRTE Workshop

January 29, 2013

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WORKSHOP LEARNING OUTCOMES

- Participants will leave this workshop able to:
 - Better understand the initial undergraduate student perspectives of college education
 - Create a productive working environment for students
 - use constructive methods for communicating with students

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EXERCISE: DESCRIBE YOUR STUDENTS

- How much education do they have?
- How much experience do they have with the tools required for your course?
- How much out-of-classroom communication have they had with educators?

UNDERSTANDING YOUR STUDENTS

- Fact: Over 65% of our new freshmen are first generation students (UCM IPA)
- The University of California model (Professor: Lecture – TA: Discussion) is NOT the norm on all college campuses across the US
- They have more than one course, with different expectations for each

Don't enable ignorance – actively work to overcome it.

ROLE PLAY: HOW WOULD A STUDENT DESCRIBE YOU?

- What does your education consist of?
- What are you doing when you are not teaching?
- What is your primary job on campus?

UNDERSTANDING YOU

- Many undergraduates are not aware of Graduate Student roles and responsibilities on campus.
- New freshman often do not understand the difference between lecture and discussion, and your exact role in their education.
- Students often benefit from an introduction.

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SETTING EXPECTATIONS

- “communication and successful instruction are inherently intertwined...without communication, classroom instruction cannot be successful” (Daly & Korinek, 1980, p. 516)



Avoid miscommunications
at the beginning to not stifle
learning throughout the
course

- How do they know what you expect if you haven't told them?

COMMUNICATING EFFECTIVELY WITH STUDENTS

Handout:

- Organization
- Clarity/Transparency
- Rapport

Source: Allison Boye, Texas Tech University

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PROVIDING EXAMPLES

- Limits confusion
 - Clearly outlines expectations for communication
 - Puts everyone on the same playing field
-
- For example...

BAD E-MAIL !!!!!!!

To: myTA@ucmerced.edu

Cc:

Bcc:

Subject: No subject line

From: Katherine Amrine <kamrine@ucmerced.edu> Signature: Signature #1

Is there lab 2day?

No greeting

“2day” is not a word!

No signature

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“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”

EXAMPLE

GOOD E-MAIL!!!

To: myTA@ucmerced.edu

Cc:

Bcc:

Subject: Math 15 Section 5: Is there lab today? INFORMATIVE Subject

From: Katherine Amrine <kamrine@ucmerced.edu> Signature: Signature #1

Dear Katie, Address the Recipient

I was wondering if we had lab today? I seem to have misplaced my schedule. COMPLETE SENTENCES

Thank you

John Doe
jdoe@ucmerced.edu Signature with e-mail in-text

EXAMPLE

BAD E-MAIL !!!!!

To: ta@ucmerced.edu

Cc:

Bcc:

Subject: AAAAAHHH!!! TERRIBLE subject line

From: Katherine Amrine <kamrine@ucmerced.edu> Signature: Signature #1

How do I do number 14 on the homework?

No context

No signature... who are you??

EXAMPLE

GOOD E-MAIL!!!

To: ta@ucmerced.edu

Cc:

Bcc:

Subject: Math 15 Section 5: Homework 2 #14

From: Katherine Amrine <kamrine@ucmerced.edu>

Signature: Signature #1

Dear Professor Smith,

I am having trouble with #14 on homework 2. The question asks for me to take the derivative. I tried to use the properties we learned in class today, including the product rule, and did not get the correct answer. I started with x^2y^2 and by the product rule I got xy . Would you mind pointing me in the right direction?

Thank you

Jane Doe
jdoe@ucmerced.edu

INFORMATIVE Subject

Address the Recipient

CONTEXT!!!

Show you tried it on your own.

COMPLETE SENTENCES

Signature with e-mail in-text

EXAMPLE

TIPS ABOUT OFFICE HOURS

They are YOUR TIME. Use them wisely.

Don't be afraid to request a meeting if you can't make office hours.

Pay attention

Write information down

Go prepared

paper and pen to take notes, book, list of questions, computer if necessary

EXAMPLE

TURN YOUR CELL PHONE OFF

RESOURCES

BEFORE you ask me, look to:

- Your schedule
- Your syllabus
- Class notes
- Previous e-mails
- Your syllabus
- Your syllabus



EXAMPLE

CAN YOU THINK OF SOME EXERCISES FOR YOUR COURSES?

- Written
 - Show examples of emails
 - Provide an extra syllabus for your specific section
 - ?
- Verbal
 - Provide examples of what you expect in office hours
 - Outline details on the benefits of effective communication for your specific class
 - Provide background for yourself, so they see you as a resource instead of an antagonist in their education
 - ?
- Others?

RESOURCES FOR YOUR STUDENTS

- <http://voices.yahoo.com/five-communication-skills-develop-college-3986392.html>
- <http://fyefaculty.ucmerced.edu>
- <http://myfootpath.com/mypathfinder/college-tips-prepare-college-classes/>
- <http://www.docstoc.com/docs/38221654/Emilys-Tips-for-Using-Faculty-Office-Hours>