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Student and faculty expectations for learning in various delivery models

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Student and faculty expectations for learning in various delivery models

Online, hybrid, and face-to face delivery models

Minimizing frustrations

Maximizing learning experience for all

Student Characteristics

Today's College Student

- * New HS grad
- * Single parent
- * Over 28 years old
- * Employed full time
- * Veteran
- * First generation attendee
 - * Rely on hearing, observing not in writing
- * DIVERSE

Today's Expectations

- * Convenience
- * Quality education
- * Choices
- * COMMON TO ALL

College Student Role

“Mastering the college student role enables young people to understand their instructors’ expectations and to apply their existing skills to meet those expectations successfully” (Collier & Morgan, 2008, p. 425).

Academic integration

- * GPA/understanding content
- * Advising
- * Study habits
- * How to interact with faculty
- * Desire/ability to complete a degree

Social integration

- * “The college experience”
- * More likely to have parents w/ college degrees
- * Understand the system
 - * Cultural capital
 - * Resources individuals bring
 - * Standards for evaluation

Millennial students (born after 1982)

Expect from faculty:

- * Mutual respect
- * Use of technology
- * Use of humor and entertainment in class
- * Use of power point slides
- * Class notes online
- * More clarification of expectations than just written in syllabus

Faculty expect:

- * Attend class for credit or not
- * Participate in class
- * Take responsibility for learning
- * Written work to be complete with critical thinking as well as proper grammar and sentence structure

First generation college students

- * Rely exclusively on information they acquired from hearing, observing, and interpreting the actions of professors.
- * May need more explanation of strictness of completion dates
- * How to take notes
- * Description of assignments
- * Specifics about tests

- * Even syllabus layout: bullet points, colored paper, varying font

Influence of technology **(mobile, email communication, distance learning)**

- * Email/electronic communication
 - * tone subject to interpretation by writer and reader
- * Feelings of lack of personal interaction
 - * geographically and psychologically
- * Pedagogical expectations
 - * instant, continuous accessibility
 - * Synchronous and asynchronous communication
- * Digital natives
 - * They may know how to use a lot, but still need direction on researching and sources

Behavior in the classroom (discipline, incivilities, attitudes)

Student issues

- * Tardiness
- * Reading or sleeping in class
- * Texting or use of other technology
- * Plagiarizing
- * Cheating
- * Expectation of good grades

Faculty issues

- * Negativism
- * Cynicism
- * Personal disregard
- * Inattentive planning
- * Lack of course details
- * Instructional immediacy

TOP disturbances:
talking in class
emotional outbursts
confronting teacher w/ sarcastic remarks

Recommendations

- * Syllabus/Learning Management System:
 - * Formative assessment (minimal grade) to check for understanding
 - * How about a syllabus quiz?
 - * Include questions to determine if students can navigate the LMS.
 - * Face to face classes - review in class and do a syllabus quiz
- * Course objectives/expectations:
 - * Include checks and rechecks for understanding of assignment expectations
 - * For longer assignments, consider progress checks/conferences.

Recommendations

*Time management:

*Office hours

- * Explain purpose of office hours

- * minimize barriers or intimidating factors

- * Online/hybrid: consider dedicated time for live chat/virtual

- * Establish deadlines and guidelines for interactions, responses - email, discussions, etc.

*Training:

- * Orientation, pre-service, on-going mentoring

- * Low stakes practice before high stakes projects

- * For example - practice finding information online before a research project; group practice tasks before the big project



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