Facilitator Guide: Discussing Class Expectations

Process	Description	Your Plan
Transparency	Share with students that your goal is to help them feel included and be successful in this course. One tool to support them in maximizing their experience in the course is being transparent about why the course has been structured as it is, and how the different aspects of the course build upon each other to support their learning. You can also point to the research that indicates that when instructors clearly articulate their goals for student learning and how the course design supports those goals, students are better able to navigate and succeed in the course.	
Connection	There are a number of ways that you might share a personal connection to why discussing class expectations is important to you. For instance, you might describe a past experience that you've had as a student in which you were unclear how the course goals and activities were aligned and how that lack of transparency impacted your learning. Additionally, you may wish to describe why the goals you have set for the course are important to you and to your sense of your role as an educator. What is most important for students to carry forward from this class, and why?	
Modeling	n/a	

Discussing Class Expectations Action Steps:

- For each of the learning goals that you have articulated for this course, provide students with an explicit discussion of how the course has been structured to meet that goal.

    - Example Script: "One of the goals that I have for success in this class is that we will create a real sense of community. This means that we will treat each other with respect and curiosity across our differences and we believe all of us belong in STEM. The activities that we will engage in across the semester to support that community include getting to know each others' names, establishing a shared set of community agreements, rotating lab partners each week, and sharing community announcements. Let me tell you a bit about each activity and how they will help us build community…"

References:

Fisher, K., Kouyoumdjian, C., Roy, B., Talavera-Bustillos, V., & Willard, M. (2016). Building a culture of transparency. *Peer Review*, *18*(1/2).

Harrison, C. D., Nguyen, T. A., Seidel, S. B., Escobedo, A. M., Hartman, C., Lam, K., Liang, K. S., Martens, M., Acker, G. N., Akana, S. F., Balukjian, B., Benton, H. P., Blair, J. R., Boaz, S. M., Boyer, K. E., Bram, J. B., Burrus, L. W., Byrd, D. T., Caporale, N., … Tanner, K. D. (2019). Investigating Instructor Talk in Novel Contexts: Widespread Use, Unexpected Categories, and an Emergent Sampling Strategy. *CBE—Life Sciences Education*, *18*(3), ar47.

Mulnix, A. (2018). The power of transparency in your teaching. *Faculty Focus*.