COMMUNICATES HIGH EXPECTATIONS

DESCRIPTION
Communicates high expectations is the sixth of Chickering and Ehrmann’s Seven Principles of Good Practice, a set of time and research tested instructional strategies proposed in 1987. This principle stresses the importance of setting and communicating high expectations as early as possible and throughout the course. It also means that you should demonstrate confidence in a student’s ability to achieve your learning outcomes. Decades of research have consistently shown that high expectations correlate with higher achievement, as well as the converse, low expectations correlate with lower achievement.

While setting expectations in the course material, such as in the syllabus or in the assignment objectives is important, intrapersonal communications between you and your students during office hours or personal correspondence are also critical. Positivity, encouragement, and sensitivity to student needs help students meet high expectations.

WHY
Setting and communicating high expectations supports learning by:
- Helping students engage more with the material.
- Guiding students to structure their learning
- Providing students an opportunity to face challenges of similar difficulty to what they will face in their careers
- Inducing a positive feedback loop of expectation and performance in students leading to achievement.

BEST PRACTICES TO CONSIDER
- Let students know in the introduction to the course and syllabus how much time and effort will be required to meet the learning outcomes for each module.
- Include learning outcomes at the beginning of each module.
- Use the News tool to provide weekly briefings.
- Use rubrics to provide achievement benchmarks for subjective assignments.
- Adopt real world standards or give students a meaningful audience, such as outside professionals or a non-profit.
- Recognize biases or stereotypes that might cause you to have lower expectations of a group or group of students.
- Include a “Netiquette” statement to communicate expectations for communication.
- Inform students about extra-curricular activities related to course material.
MORE INFORMATION

Seven Principles Collection of TLT Ideas
- Think link below contains information regarding students actively learning using technology, extended research, and other tools/methods that will further their learning in an online course.
- URL: http://www.tltgroup.org/Seven/3_Active.htm

5 Tech-Friendly Lessons to Encourage Higher-Order Thinking
- The link below contains 5 steps that will contribute to a student’s approach to learning.

68 Tips for eLearning Engagement and Interactivity
- This link provides a variety tips that contribute to a student’s interactivity and engagement in a learning environment. The source suggests that students must be engaged in course material; interactivity accompanies engagement.

Deep Learning vs. Surface Learning: Getting Students to Understand the Difference
- This link explains cognitive passive learning behaviors, cognitive active learning behaviors, and how they differ.
- URL: http://www.facultyfocus.com/articles/teaching-professor-blog/deep-learning-vs-surfacelearning-getting-students-to-understand-the-difference/

Promoting Active Learning in Hybrid/Online Courses
- The link below explains the effectiveness of active learning of online/hybrid courses through case studies. The case studies are accompanied by online discussions that welcome students to participate in discourse.
- URL: http://bamabydistance.ua.edu/docs/pdfs/fac-staff/activelearning.pdf

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