Understanding Student Expectations & Effective Teaching

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Understanding Student Expectations

1. Qualities of an effective instructor
2. Classroom expectations
3. Classroom challenges
An effective teacher is

A good communicator
Organized
Engaging
Enthusiastic

A subject matter expert

Concerned about the learning process & outcomes
A good classroom manager
Professional
Why do student expectations matter?

✓ Shape student behavior & reactions
✓ Are influenced by YOU
✓ Are likely to change as students receive your feedback
✓ Influence course evaluation scores
Introduce yourself to the person sitting next to you. Together, make a list of what you expect from your future students. Now, make a list of what you think your future students will expect of you.
What classroom challenges are you likely to face?
How should you handle challenging situations involving your students?

- Remember that the situation is a learning opportunity for you as well as your student.
- Recommend University resources.
- Be professional (the parent role).
- Get support/advice from a mentor.
- Use humor (when appropriate).
- Stick to the syllabus.
Questions so far???
Student expectations & effective teaching go hand in hand
“Failing to plan is planning to fail.”
Tips for Effective Teaching

1. Course “to do” list
2. University resources
3. Course introduction
4. Learning about students
5. Setting expectations
6. Interactive teaching methods
7. Giving your students tips on class preparation
8. Addressing topics of potential confusion
9. Promoting academic integrity
10. Reviewing grading policy at end of semester
To Do for First Day of Class

- Update syllabus
- Save syllabus as pdf
- Update student profile form (if needed)
- Print final exam schedule & academic calendar (enter into my personal & work calendars)
- Create new online classes
- Upload pdf version of syllabus to profile page
- Post syllabus on course website
- Edit course website
- New syllabus quiz
- New slides
- Print student copies
  - Syllabus
  - Slides for day 1
  - Slides for day 2
- Post all slides up to exam 1
- Email students before first day

Tip 1: Create a course “to do” list
<table>
<thead>
<tr>
<th><strong>Helpful Instructional Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Components of a Course Syllabus</strong></td>
</tr>
<tr>
<td><strong>Teaching Guides And Resources</strong></td>
</tr>
<tr>
<td><strong>MSU Student Honor Code</strong></td>
</tr>
<tr>
<td><strong>Academic Calendar</strong></td>
</tr>
<tr>
<td><strong>Final Examination Schedule</strong></td>
</tr>
<tr>
<td><strong>Student Support Services</strong></td>
</tr>
</tbody>
</table>

**Tip 2: Be knowledgeable about University resources**
Tip 3: Introduce students to the course in an interactive way.
Tip 3 continued: Introduce yourself
Tip 4: Learn about your students

Start setting expectations

Student Profile

Please tell me a little bit about yourself. By completing this profile, I will be able to relate course material to YOU and keep YOU more engaged in the classroom!

ACADEMIC EXPERIENCE

Have you taken a business course before? _____Yes _____No
Have you taken MGT 3513 before? _____Yes _____No
• If yes, when did you take it and who was the professor?

Do you check e-mail regularly? _____Yes _____No

What grade do you expect in this course? ____

What do you anticipate having to do to achieve the grade you would like in this class?

__________
Check all of the following that apply:

In the past, I have...

- looked for a job online (Chapters 1 & 5)
- been interviewed for a job (Chapter 5)
- received a bonus or raise (Chapter 11)
- worked a minimum wage job (Chapter 10)
- worked at a company that had a retirement plan (Chapter 12)
- hired (or helped) hire other employees (Chapter 5)
- worked a part-time job (Chapter 2)
- worked a seasonal job (Chapter 2)
- felt like my employer broke the law (Chapter 3)
- felt like my employer’s disciplinary policies were too harsh (Chapter 14)
- felt like my employer was unfair to my coworkers (Chapter 2)
- had a boss that was disrespectful to me (Chapter 2)
- had a boss that was disrespectful to my coworkers (Chapter 2)
- had a boss that motivated me (Chapter 2)
- had a job that I really enjoyed (Chapter 2)
- was asked by an employer why I was quitting a job (Chapter 6)
- had a performance evaluation (Chapter 7)
- been a member of a labor union or known someone who was (Chapter 15)
- witnessed someone get hurt at work (Chapter 16)
- worked for an employer with an affirmative action program (Chapter 8)
- known someone who worked in another country (Chapter 17)
- been through a company training program (Chapter 8)
- worked for a company offering employment benefits (Chapter 12)
Tip 5: Set expectations for professional communication
Tip 6: Use an interactive teaching method

BEFORE class
• Use book to find answers to HW questions
• Write answers to HW questions
Tip 6: Use an interactive teaching method

DURING class
✓ Q & A during class (may be called upon)
✓ Answers to HW questions restated by teacher

AFTER class
✓ Approach professor with questions immediately after lecture
✓ Reduced study time due to multiple exposures to course information
Tip 7: Give students YOUR tips on preparing for class

Preparing for class

My thoughts on how to be organized...
1. Get a binder.
2. Print out slides in notes page view
   *Only 1 slide per page with room to take notes*
Tip 8: Check in with your students about topics of potential confusion

ANNOUNCEMENTS

- Any problems registering for MISWEB or accessing course slides?
  - https://MISWEB.CBI.MSSTATE.EDU/~COBI/FACULTY/GRADERS.SHTML?LMARLER

- Any other questions?

- Reminder: Take the Syllabus Quiz
Tip 9: Promote academic integrity

- Discuss honor code
- Include honor code on exams and assignments
- Establish clear guidelines on what is/is not allowed
- Walk around the room during exams
- Utilize the assistance of a proctor if possible
Tip 10: Review grading policy close to the end of the semester

- Discuss the policy stated on your course syllabus
- Ask if there are any questions
- Ask students to review posted grades for accuracy
- Encourage students to re-evaluate course goals
Recap of tips for effective teaching

1. Create a course “to do” list for yourself
2. Be knowledgeable about University resources
3. Introduce your students to the course and yourself in an interactive way
4. Learn about your students (knowledge assessment; student profile)
5. Set expectations for professional communication
6. Use an interactive teaching method
7. Give your students tips on preparing for class
8. Check in with your students about topics of potential confusion
9. Promote academic integrity
10. Review grading policy at end of semester
Go Dawgs!!!