



Standard 39

Course Interaction Expectations

Overview

“Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels.”

Learners benefit from understanding the parameters and rationale of learning activities as well as how they can apply it to their professional, academic, and personal lives. Thus, outlining clear expectations for the frequency and amount/length of interactions, activities, and assignments, as well as other standards that are expected to be followed would support student success and help reduce student stress and frustration that comes from ambiguity.

Practices

1. **Set communication expectations:** Learn student names and what personal pronouns to use.
2. **Develop a clear assignment structure:** Develop a clear structure for your assignment descriptions, including descriptive headings, overview/description, what students need to do, clear due date, how to submit, and where to look for help and/or tips for completion. Each assignment requires a rubric and examples.
3. **Set expectations for discussions:** Make sure that your students are informed about discussion timing and frequency of responses. Also, provide models for effective communication (exemplar responses and instructor engagement). A rubric and examples are also required.
4. **Engage students in discussions:** Build discussions that engage students in covering the topic. It is helpful to use such methods as open-ended questions, application to individual examples, and controversial points, among others.
5. **Set expectations for individual and group work:** These would include expectations for the quality and lengths of assignments, principles of student collaboration, and other activities, as well as formal writing. A rubric, examples and a peer assessment are required for group work.

Example

Example 1

Create transparent assignments for student success (TILT your assignments): Communicating assignments in a clear, structured, and accessible way is integral for students' increased pass rate, especially for historically minoritized, disabled, and first-generation student populations. To scaffold student experience, consider employing transparent assignment techniques, like checklists, step-by-step instructions, and annotated examples.



Why, How, Where and When



Clear and Concise Language



Expectations of Goal, Communications and Help



Task List, Criteria in Rubrics and Examples



Due Date, Grading and Feedback Expectations

Additional Resources

- [TILT Course @ CCRI](#)
- [OSCQR Standard 39](#)
- [How Can I Create Engaging Discussions?](#)
- Kelly, R. (2012). [Managing Controversy in the Online Classroom](#). Online Classroom, 12(3), 2-3.
- [Group Work and Cooperative Learning Online](#)
- [Setting Discussion Expectations](#)
- [Gender Inclusivity and Gender-Inclusive Language](#)
- [Creating Simple and Clear Assignments](#) Toolkit



Visit <https://www.ccri.edu/onlinefaculty> to learn more about OSCQR rubric and sign up to participate in a course review.

This standard aligns with the following federal guidelines:



This standard is the spirit of RSI. When your expectations and strategies for **regular and substantive interactions** or **RSI** are clearly stated and modeled in the course information, overview, and syllabus materials set the expectations for the course interactions and communications, students know who, what, how, when, where, and how often they have to access the course to meet expectations. Remember, that RSI is not represented by one single course design component. Multiple elements in your course design and facilitation work together to create sufficient RSI.

