

Interpersonal Relations: Day One Activity

Objective: *Interact* effectively with individuals and/or within groups

- A) Students will participate actively, demonstrating commitment to shared tasks.
- B) Students will cooperate with others.
- C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

Step 1: Share the rubric with students.

Step 2: Briefly explain how /why rubrics are generally used.

Step 3: Place them into groups (or have them form their own).

Step 4: Assign or ask for a volunteer recorder for each group.

Step 5: Ask students to work together to highlight the most significant language. Likewise, ask them to identify any language they are unfamiliar with or curious about.

Ex: Yellow=significant; Red=unfamiliar/curious

- A) Students will participate actively, demonstrating commitment to shared tasks.
- B) Students will cooperate with others.
- C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

Step 6: Ask students to discuss within their small groups what this language means to them; ask them to provide some examples of how someone might show /reflect this language; ask them to consider why this objective is important: for their person, for the course, for future careers, etc.

Step 7: Staying in small groups, designate a student from each group to share out with the large group their collected ideas (this is why the recorder is handy):

What (this language means to them)	How (might this be shown/reflected)	Why (this objective is important/larger purpose)
Group 1 response	Group 1 response	Group 1 response
Group 2 response	Group 2 response	Group 2 response
Group 3 response	Group 3 response	Group 3 response

Step 8: Using the results of the large group discussion, create shared community goals for the duration of the course through the lens of Interpersonal Relations. Consider posting this on Canvas (as an Announcement, on your homepage, etc.) or displaying it in your classroom (Butcher paper/poster board) to be able to easily reference prior to and while completing additional group assignments throughout the quarter.

Recommendation: Ask the students to fill out a rubric as a self-assessment for the above activity. Explain they may be asked to self-assess and assess one another at additional times throughout the course. Revisit the purpose(s) determined/discussed above.

Recommendation: As faculty, consider how you might use this framework to introduce course objectives, outcomes, themes, major assignments, or other tasks specifically related to your goals for the class.

Challenge: Brainstorm methods (audio/video, digital, etc.) to use as evidence for our next assessment institute. We are trying to capture the process over product. We hope to have a breadth of disciplines represented.

Note: Using class collaboration/discussion and including student voices to define, clarify, or add to any assignment/outcome/goal help us move toward a more equitable and inclusive course/classroom because it provides students with agency and allows their voices to be heard, considered, and included.
