***CTE Module #4- Communicating Our Expectations and Student Progress***

This learning module explores how to effectively communicate our teaching expectations with students.  Upon review and completion of this learning module, faculty will be able to:

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| **Objectives** | 1. Provide students with timely and effective feedback as established by Wilmington University's teaching expectations.
2. Effectively communicate classroom performance relative to faculty expectations for student learning progress.
3. Develop a plan for communicating with students who are falling short of faculty expectations
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| **Assessments** | Comprehension quiz  |

**Resources**

***Module #4 Overview***

Our CTE Module series is designed to provide an overview of a major teaching area to provide food for thought for faculty seeking to develop new instructional techniques and strategies on their professional development in teaching pathway.

Each of the numbered modules (#1-4) will provide resources and introductions to topics that will be further explored along the *Pathways to Instructional Excellence.* At the end of each of the numbered modules there will be a comprehension quiz.

***Additional Pathways to Instructional Excellence Learning Units Associated with this Module:***

Communicating our Expectations and Student Progress is also discussed at a more in-depth level in the following learning units:

* Creating a Learner-Centered Syllabus
* Effective Feedback
* Rubric Design
* Interpreting Student Survey Feedback

***How do I earn credit for this learning unit on my Pathway to Instructional Excellence?***

After reviewing the material presented in this unit, please complete the associated quiz. A score of 9 out of 10 or higher is required to earn the participation credit for this learning unit. The quiz is multiple choice, untimed, and may be taken multiple times.

If you have any questions about the content of a quiz or the information discussed in learning modules please send an email to facultydevelopment@wilmu.edu.