



## Discussing Assignment Expectations in Class

Although most instructors introduce major assignments during class time, the depth of coverage and the involvement of students in helping to formulate assignment expectations varies greatly. However, to be transparent with students, and to obtain student valuation for the assignment, student-centered discussions of assignment expectations are essential. As you prepare to introduce assignments in class, consider implementing some of the following strategies.

1. Clearly define what learning outcomes are developed or measured as a part of the assignment.
2. Engage the students in discussing some or all of these questions:
  - How should you measure their achievement/performance?
  - What criteria should be included in the grading rubric? (You may want to begin by distributing sample criteria to the students. This can be suggestive of what you find important, but also may contain extraneous criteria for them to weed out.) What do the students think excellent, good, fair, and poor performance of the criteria would look like? How do they think criteria should be weighted?
  - Should GAI be used by students in this assignment? How would using GAI affect the development of the knowledge, skills, and dispositions expressed in the learning outcome? If GAI is used, would the rubric measure the GAI's ability or the students'?
  - If GAI is to be used, are there limits to what should be done with GAI? What will students be adding to the assignment? For aspects of the assignment using GAI, should students receive points? How should GAI input be noted?
3. Engage students in a discussion of why academic integrity and their learning at UWSP is important to them. Ask them what behaviors associated with the assignment would demonstrate their good integrity. What behaviors would show poor integrity?

By clearly defining the learning outcomes addressed by the assignment, you are inherently limiting the scope of the assignment, and broadly indicating what students must demonstrate to be successful. By allowing the students to have input into how they will be assessed, and whether/how much GAI should be used, you increase student ownership of the assignment, stimulating their sense of responsibility to uphold the rules they helped construct. This correlates with greater valuation of the assignment, reducing incidents of misconduct, and showing the key values of respect and trust to your students. Because they are reinforcing their values, and why their integrity matters to them, they will be even less likely to succumb to pressure to break the rules they helped establish.