

Communicating the *What* and *Why* to Your Students

Communication is key. Ask yourself if you're hitting all four of these key elements in your messages.*

What you need to **know**

Highlight specific information students need to know, including performance expectations, timelines, content themes, chapters covered, etc.

- *This course will involve X hours per week of out-of-class readings.*
- *Prior to beginning this module, you are expected to know how to do X.*

What you need to **think about**

What do you want students to be thinking about in light of the information you have shared?

- *Chapters X–Y covered A, B, and C. Given what you know about Y, how are these concepts interconnected?*
- *We've been talking about X in class. How is your perspective affected by the recent media coverage on Y?*

What you need to **do**

Give students specific details.

- *Read Y then answer the following prompts in a X-page essay. Bring your essay (typed and printed) with you to class on Tuesday. You will be asked to share your paper with a peer during the class.*
- *Review Chapter Y, especially the section on pages XX–XX, and practice problems Y–Z to get ready for the quiz.*

Why it **matters**

Help students make the connections and share why this information matters for them, you, the discipline/field, and/or the world.

- *This week's readings are hallmark cases that established the foundations for X which we see today in Y.*
- *Chapter A is about X. In my lab, we often look at Y which is an advanced approach of X.*

* For optimal transparency, maybe even use these as headers in all your correspondences to students!