Setting Good (Behavioral) Defaults

How to Influence Student Expectations to Facilitate Better Learning Behaviors

Molly Sinderbrand, PhD
Coordinator
Online MS in Nonprofit Leadership Program
University of Pennsylvania

Adam D. Zolkover, MA
Associate Director for Online Instructional Design
Department of Medical Ethics and Health Policy
University of Pennsylvania
Setting Good (Behavioral) Defaults

Notice Your Expectations

Take about 3 minutes to make notes about the following questions. There is no right answer, these are intentionally vague.

- What are some of the unspoken rules of virtual (videoconference) meetings?
- What behaviors annoy you in other participants in videoconference meetings?
- What were the first 3 things you did when you logged into this videoconference meeting?
Setting Good (Behavioral) Defaults

Scripts, Schemata, and Choice Architecture

• **Scripts and Schemata** (singular: schema) are cognitive structures, formed and refined through our interactions with our environment, which mediate our interactions with the world.

• **Choice architecture** is a process of designing deliberately to encourage personally and socially desirable behaviors without limiting overall choice.
In 3 groups, review the syllabus for *OLC 2020: Chicago Blues Appreciation* and make suggestions for setting better expectation around **grading** and **student engagement**. In your group:

• Discuss expectations set by the syllabus for students in these areas.
• Use Google Docs comments (ctl+alt+m) to annotate the syllabus with suggestions:
  
  o What if you wanted to keep students focused on learning experience rather than points?
  
  o How could you encourage more (or better) peer-to-peer engagement?

In 10 minutes, we will come back together to share and discuss.