

## SEEQ TIPS: INDIVIDUAL RAPPORT



*“Instructor had a genuine interest in individual students.”*

According to the **S**tudent **E**valuation of **E**ducational **Q**uality, the student-teacher relationship has a significant impact on student satisfaction of the course and on learning. Some brief highlights from the literature:

### **College Teaching as an Educational Relationship**

Douglas Reimondo Robertson's view of teacher as learning facilitator in an Educational Helping Relationship creates an interesting cognitive framework for the student-teacher relationship. (<http://teaching.uchicago.edu/ete/01-02/Robertson.html>).

But how can the teacher be both helper and evaluator? In some cases we abdicate our role as evaluator and give everyone a high grade. In other cases we primarily become evaluators, believing that high expectations and a normal grade distribution are evidence of good teaching. There is a middle ground where we can negotiate with the students to acknowledge the conflict. We can make our expectations for performance clear and help students in their learning giving them the potential to excel.

Robertson, D. (2001-2001). College Teaching as an Educational Relationship. *Essays on Teaching Excellence: Toward the Best in the Academy*, 13(1).

### **Do your students care whether you care about them?**

Steven Meyers suggests that effective instruction can be defined by two roles – the instructional role which includes knowledge, preparation, and clarity and the personal role which includes the characteristics such as those listed in the SEEQ – instructor was friendly towards individual students, made students feel welcome in seeking help/advice, expressed a genuine interest in individual students and was adequately accessible to students. Interestingly, instructors focus on the first role while students focus on the second.

Benson, Cohen, and Buskist (2005) reported that increases in instructor-student rapport are associated with greater student enjoyment of the class, improved attendance and attention, increased study time, and additional course enrollment in the discipline. Similarly, Wilson (2006) found that students' perceptions of their professors' positive attitudes toward them (e.g. concern, desire for students to succeed) accounted for 58 percent of the variability in student motivation, 42 percent of the variance in course appreciation, and 60 percent of their attitude about the instructor. (p. 206)

The article lists a variety of practical strategies for developing the caring role. The article is available through UM Libraries.

Meyers, S. (2011). Do your students care whether you care about them? *College Teaching*, 57(4), 205-210.

### **UTS Publication: 22 Tips to Improve Academic Teaching (from U of M Faculty)**

1. Arrive at class ten minutes early each day and talk with students individually
2. Keep the hour following a class open to talk with your students
3. Invite your students to lunch
4. Meet regularly with your students who do poorly on the mid-term
5. Schedule an individual appointment with each student
6. Require all your students who do below "C" work on assignments or quizzes to see you
7. Consciously use your students' names whenever possible
8. Use index cards as a mnemonic device
9. Enter the class through the same door as your students
10. Have your students fill out a brief questionnaire about their backgrounds and interests
11. Post your students' names prominently in a lab or seminar
12. Provide a relaxing informal atmosphere

For a fuller explanation and more tips see the pdf available at: