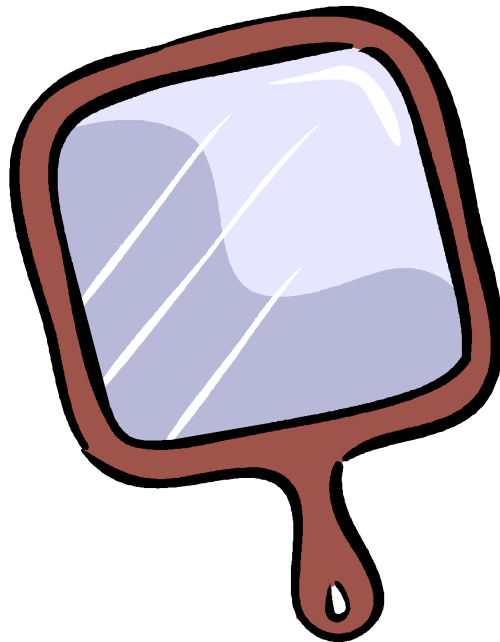


HOLDING UP THE MIRROR

Raising awareness of behaviours that impede good tutor-student relationships



American Version

Although college faculty and students are inextricably involved in the teaching learning process, they form two distinct societies. They are generally from different generations, may possess opposing value systems, and often hold divergent opinions about the appropriateness of behaviors

When the values, opinions and behaviors of teachers and students match, the classroom is in relative harmony. When they do not, the teaching/learning process is likely to suffer.

(Appleby, 1990)



Scottish Version

O wad some Power the giftie gie us
To see oorsels as ithers see us

(Robert Burns, 1785)

Rationale

Contemporary discourse and policy drivers around

- ‘learner engagement’
- ‘reflective practice’
- ‘self-evaluation’

Underpinned by notions of learning and teaching as a dynamic and interactive process but what gets in the way?

Let's ask ...

- 1 What tutor behaviours do students believe are most detrimental to the learning and teaching process?
- 2 What tutor behaviours do students believe are most helpful to the learning and teaching process?
- 3 What student behaviours do tutors believe are most detrimental to the learning and teaching process?
- 4 What student behaviours do tutors believe are most helpful to the learning and teaching process?

METHOD

STUDENTS

Pilot Study (n = 174)

3 irritating

3 helpful



Questionnaire (n = 547)

5 most irritating behaviours

5 most helpful behaviours



Top 10 irritating

Top 10 helpful

TUTORS

Pilot Study (n = 57)

3 irritating

3 helpful



Questionnaire (n = 106)

5 most irritating

5 most helpful



Top 10 irritating

Top 10 helpful

What did learners say?

Over to you!

Learner Perceptions of Irritating Tutor Behaviours

1 Talks too much/for too long	169
2 Assumes we already know things we don't know	143
3 Treats students differently (has favourites/picks on individuals)	130
4 Is patronising or condescending	126
5 Doesn't give clear information about course/unit requirements	109
6 Doesn't explain topics clearly	101
7 Repeats the same things over and over	101
No irritating behaviour selected	99
8 Goes off at tangents on irrelevant things	95
9 Crams in a lot of work just before an assessment	88
10 Is serious, lacking in humour	86

Learner Perceptions of Helpful Tutor Behaviours

1 Is friendly and approachable	240
2 Treats me with respect/like an adult	198
3 Gives us good notes/handouts to support our learning	186
4 Has a sense of humour	167
5 Gives helpful feedback	159
6 Prepares us well for assesement	154
7 Uses humour and fun in teaching	151
8 Shows enthusiasm for the subject and makes it interesting	127
9 Is helpful and supportive	119
10 Explains topics fully and clearly	114

What did the tutors say?

Over to you!

Tutor Perceptions of Irritating Learner Behaviours

1 Has poor or irregular attendance	49
2 Expects to gain unit without putting effort into developing skills/ knowledge	49
3 Disrupts teaching (e.g. chatting, laughing)	42
4 Is rude or disrespectful towards me or fellow students	36
5 Comes unprepared to class (e.g. without pen/folder/kit)	34
6 Uses a mobile phone in class	27
7 Distracts other students from their work	26
8 Doesn't take responsibility for own learning or actions	26
9 Doesn't focus on tasks in hand	25
10 Talks over me or other students	26

Tutor Perceptions of Helpful Learner Behaviours

1 Is motivated/enthusiastic/willing to work	84
2 Has good attendance at classes	66
3 Takes responsibility for own learning	51
4 Comes to class prepared/equipped	43
5 Pays attention/listens in class	43
6 Shows respect for fellow students and staff	43
7 Asks for help when needed	42
8 Participates in class discussions/activities	40
9 Comes to class on time	22
10 Submits work on time	21

So what?

How could you use this
information?

Applications

- As stimulus for individual reflection on practice
- As model to imitate and gather information from own students
- To inform elements of initial teacher training programmes
- As stimulus for CPD discussion among colleagues
- As springboard for discussion with students at induction or at other times

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