

Running head: A MODEL OF STUDENT-TEACHER INTERACTIONS

A Model of Student-Teacher Interactions and Learning Outcomes

in the College Classroom

Janelle Byrd

Ball State University

Thesis advisor

Dr. Lucinda E. Woodward

A handwritten signature in black ink, appearing to read "Lucinda E. Woodward". The signature is written in a cursive style with a large initial 'L' and 'W'.

Acknowledgements

- I would like to thank Dr. Lucinda Woodward for all of her help. She was extremely helpful in guiding me through creating and administering the surveys, analyzing the data, and the writing process.

- I would also like to thank Dr. David Perkins for reviewing my research and checking my paper for technical errors.

Abstract

The intent of this study is to examine the impact of affect, in particular interpersonal complementarity, on learning outcomes in the college classroom. Six teachers (3 males, 2 females) and 122 students (35 males, 87 females) at Ball State University were recruited across disciplines to participate in an online survey of personality and teaching/learning outcomes. Two hypotheses—one, that greater self-reported teacher-student interpersonal complementarity would predict higher teacher evaluation scores and two, that greater self-reported student interpersonal similarity will predict stronger class cohesion--were supported. The third hypothesis, stronger teaching-learning alliances would lead to better learning outcomes and higher estimated student grades, was not supported. Several other predictor variables, including demographics, learning factors, and environmental factors, were included in a stepwise hierarchical regression analyses with GPA being a significant predictor in most results. The implications and limitations of these findings were discussed.

A Model of Student-Teacher Interactions and Learning Outcomes in the College Classroom

Teachers, administrators, and students have all wondered at some point what accounts for variability in learning outcomes in the classroom. A myriad of variables have been assessed as predictors of teaching/learning outcomes including learning style, teaching modality, demographics, environmental factors, and, to a lesser extent, affect related to the teaching/learning alliance. The intent of this study is to examine the impact of affect, in particular interpersonal complementarity, on learning outcomes in the college classroom.

Teaching-Learning Alliance

Research has shown that in therapy strong alliances and group cohesion are associated with increased engagement in the therapy process; enhanced self-esteem; greater empathy for the experience and perspective of others; and other positive outcomes (Orlinsky et al., 1994; Yalom, 1995). The current study proposes that the model of the working alliance also can be applied to a classroom setting.

According to Malkin (2000), the teaching-learning alliance is defined as the teacher-student relationship and classroom cohesion is defined as the closeness of student-student relationships. Malkin found in a survey of a women's studies classroom that both alliance and cohesion appear to have an important role in student learning and attitudinal change. The author noted that participants with a stronger alliance with the teacher scored higher on measures assessing attitudes towards others such as respect, sensitivity, and gender attitudes (Malkin, 2000). The students that had stronger cohesion with others in the class scored higher on measures assessing self-attitudes and

demonstrated more willingness to engage in activities involving risk such as self-disclosure, personal exploration, and self-focus (2000). The author speculated that these results may be attributed to students experiencing a stronger bond, resulting in more trust, for the teacher and other students in the class.

Emotion in Education

Prior research suggests that emotion plays a key role in the teaching-learning experience. Emotions, such as anxiety, can determine how well a student performs on a particular task or in a course in general. The effect of anxiety is exemplified by Fleming's interactions (as cited in Field, Cohler, & Wool, 1989) with a group of novice supervisors in a teaching-learning task. Fleming empathetically responded to participants fears by verbally alleviating their concerns (1989). The group was then able to begin to view their teaching task more realistically because their anxieties were reduced.

Mutual idealization is also a factor in the teacher-student relationship. According to Wool (1989), a teacher must idealize her students; she must be hopeful that they will be able to learn. Students should also have an appropriate idealization for their teacher. This idealization allows the student to put effort into accomplishing a given task in the aspiration of gaining the teacher's approval and praise as well as an appreciation of one's own skills. This idealization should be mutual and realistic to gain maximum appreciation for the student's potential for growth. If the idealization is in balance between the teacher and the student, a healthy framework for learning is then in place (1989).

The research on emotion in education is limited because of several challenges. It can be difficult to measure an individual's emotion in a class because emotions can be

very quick to occur and change (Schutz & DeCuir, 2002). There are also ethical challenges inherent in the study of affect in the classroom. It would not be ethical to induce fear or anger to study the effects of each in education. Despite these challenges, inquiry on emotion in education has increased and ways of measuring emotion in education are being developed (Schutz & DeCuir, 2002). To date, the affect which arises from interpersonal complementarity in the teaching/learning alliance has not been examined as a predictor of learning outcomes.

Complementary Interpersonal Styles

It has long been established that interpersonal fit is a key predictor of success in a therapeutic relationship (Beutler 1997). However, there has been little research that has involved the teacher-student and peer relationships at the interpersonal level. Our research will examine, from an interpersonal perspective, the exact nature of the teaching/learning alliance using the interpersonal circumplex (Figure 1) as a model for determining complementarity.

The circumplex is based on decades of research and, is known as the most sophisticated and theoretically coherent model of interpersonal behavior (Henry, Schacht, & Strupp, 1986). A circumplex is a model of personality in which variables are arrayed in a circular pattern around two intersecting axes. The major assumption is that relational behavior can be organized on two orthogonal dimensions: a) dominance-submission, which reflects who controls whom, and b) hostile-friendly, which identifies the quality of the affiliation between two people. According to Kiesler (1982), interpersonal behavior achieves complementarity when reciprocity is elicited along the agency axis (submission complements dominance and dominance complements submission) and correspondence

is elicited along the affiliation dimension (hostile complements hostile and friendly complements friendly). Research has shown that these rules have been found to increase positive outcomes in peer relations, marital relations, and the therapeutic relationship, but have yet to be extended to increase our understanding of the teacher-student relationship.

Other factors contributing to learning outcomes

Although the primary goal of the proposed study to examine the nature and impact of the affective relationship in classroom learning, a multitude of other related variables have been found to effect learning outcomes as well. These extraneous variables include learning motivation, learning modality, and demographic/environmental factors. In order to partial out the variance accounted for by the teaching-learning alliance in learning outcomes, the effects of such related constructs must be understood and controlled.

Learning motivation. Learning motivation has also been found to be a factor that impacts learning outcomes. In current Western Culture, it has become common for students to view the educational process as painful, boring, and burdensome (Bess, 1997). Because of this view, little intrinsic motivation exists for the student to learn; they are not interested in the act of learning itself. According to Bess (1997), in general Western students are more extrinsically motivated to learn. The underlying motivation is to acquire an education in order to have a better career and earn more money in the future. Bess noted that in overemphasizing extrinsic outcomes, the pleasure of the learning experience is greatly diminished, which in turn serves to diminish the efficacy of the learning experience.

Learning Modality/Style. Learning modality is also a factor in learning outcomes. There are three types of learning modalities: visual, auditory, and kinesthetic. Instructors who are familiar with and employ these different modalities can better enable their students learning outcomes (Learnativity, 2002). An auditory learner, who may prefer a spoken lecture format for the class, may do poorly if the teacher simply teaches in a kinesthetic modality which would consist of mostly labs and hands-on activities (2002). Because all three modalities may be present in a single classroom of students, a teacher must be able to vary his/her teaching style in order to accommodate all students. A way for a teacher to do this may be to lecture with notes on a projector visible and, during the course of the class, have an activity for the kinesthetic learners. If a student's leaning style is not being incorporated into the teacher's lessons, the student may end up performing poorly in the class (Barbe, Swassing, & Malone 1988).

Demographics

The research regarding race and its effect on cohesion and alliance is, up to this point, inconclusive. There is evidence that racially homogeneous groups, in therapeutic settings, may be more cohesive than racially heterogeneous groups possibly in part because of the sense of solidarity that comes with the shared experience of race (Correy & Correy as cited in Malkin, 2000). However, researchers are still divided on the strength and generalizability to a classroom setting of these findings (Malkin, 2000; Sue, Zane & Young, 1994).

The case is the same for research on gender and its effect on cohesion and alliance. Group practitioners have found that in many cases gender composition can affect the cohesiveness of the group (Correy & Correy as cited in Malkin, 2000). Like

race, this could be because of the bond that is created simply through the shared experience of being the same gender (2000). The evidence of the effects of gender on cohesion and alliance, however, still remain inconclusive (Garfield, 1994).

Environmental Factors

One factor that may play a role in cohesion and alliance is the size of the class. In therapy, it is believed that smaller groups are better than larger groups (Malkin, 2000). If a group becomes too large, it may become difficult for the leader to give the needed amount of attention to any one individual thereby weakening alliance. Also, it may become difficult for the members to bond with one another and share personal information thereby weakening cohesion (Yalom, 1995).

The type of course may also make a difference in cohesion and alliance. If the class is within the student's major and she has taken other classes in the major, she may feel a stronger sense of solidarity because she has begun to adopt many of the attitudes, beliefs, and values that coincide with the major (Malkin, 2000). This sense of solidarity could create positive attitudes towards the class, which would in turn, increase cohesion and alliance.

Hypotheses

Three hypotheses were proposed to assess the interpersonal variables on learning outcomes in the college classroom. The first two hypotheses were derived from Malkin's (2000) findings that indicated greater interpersonal complementarity and similarity in the classroom were correlated to better student learning outcomes.

H1. Greater self-reported teacher-student interpersonal complementarity will predict stronger teacher-student alliances as reflected in higher teacher evaluation scores.

H2. Greater self-reported student interpersonal similarity will predict stronger class cohesion as predicted by assessment of class similarity.

The final hypothesis was exploratory in nature, but derived from findings in the therapeutic literature (Orlinsky et al., 1994; Yalom, 1995) that indicated stronger working alliances related to client-therapist complementarity would lead to better therapeutic outcomes.

H3. Stronger teaching-learning alliances will lead to better learning outcomes (greater learning goals achievement) and higher estimated student grades.

The study will control for factors such as demographics, environment, learning modality/style, and learning motivation in examining the impact of interpersonal complementarity on student learning outcomes.

Methods

Subjects

Six teachers (3 males, 2 females) and 122 students (35 males, 87 females) at Ball State University were recruited across disciplines to participate in an online survey of personality and teaching/learning outcomes. A student was only eligible to take the survey if his/her college professor had first agreed to participate in the teacher portion of the study. Students were compensated with extra credit points in the class for which they participated and the teachers were given two free movie tickets for their participation.

Measures

Impact Message Inventory. Included in both the student and teacher surveys was the Impact Message Inventory-Generalized Others (IMI-GO; Kiesler & Schmit, 1993). This measure includes 56 items measuring how the teacher or student taking the survey feels others react to them. For example, the respondent is asked, "When people are with

me, they typically feel...”; “When people are with me, I typically make them feel that...”; and “When people are with me, it typically appears to them that...” These three types of questions are all rated on a four point Likert-style scale ranging from “1 = Not at all” to “4 = Very much so.”

The IMI yields eight circumplex octant scales (Table 1) and has generally demonstrated good interrater reliability (.56 to .85) and circumplex properties (Bluhm, Widiger, & Miele, 1990; Schmidt, Wagner, & Kiesler, 1994). Estimates of the validity of the IMI were provided by Strong et al. (1988) who found IMI ratings were consistent with ratings made by observers of interpersonal interactions. Although the IMI-GO has not been previously reviewed in a clinical outcome study, Pearson correlations for waves 2 and 4 of the IMI-GO in the current study were found to be $r = .695, p < .001$ for dominance and $r = .775, p < .001$ for affiliation, respectively.

NEO-PI Mini-Marker. The teachers and students were both given an identical version of NEO-PI Mini-Marker (Saucier, 1994). Each version contained 40 common human traits which the respondents were asked to rate how well each described them using a nine point Likert-style scale ranging from “1 = Extremely inaccurate” to “9 = Extremely accurate.” Examples of traits that were given are bashful, cold, efficient, relaxed, and complex. The responses were scored into five subscales: extraversion, agreeableness, conscientiousness, emotional stability, and intellect/openness. When comparing the NEO-PI Mini-Marker to Goldberg’s (as cited in Saucier, 1994) original 100 marker scale, inter-item correlations for the NEO-PI are higher by .05 to .10. However, the alpha coefficients are consistently lower by .05 to .10 (Saucier, 1994). The

NEO-PI Mini-Marker shows to have high internal consistency coefficients of .34, .21, .27, and .15 with mean interscale correlations of .18, .10, .11, and .07.

Cohesion-Alliance Inventory. Included in the student survey only, the Cohesion-Alliance Inventory (CAI; Malkin, 2000) measures how well the student perceives to be allied with the teacher and how cohesive they are with the other students in the class. The survey is 56 questions long and is rated on a seven point Likert-style scale with a range from “1 = Never or almost never true” to “7 = Always or almost always true.” The survey questions are divided into two sections: alliance and cohesion. Questions in the alliance section ask the student about their instructor. “I respect the teacher for this course.” and “My relationship with the teacher for this course is important to me.” are both examples of questions found in the alliance section. The cohesion section asks students to rate their relationship with the other students in their class. For example, “On the whole, it seems that other students in this class hold opinions similar to my own.” and “Partly as a result of the influence of other students, I am clearer about the ways I want to achieve my goals.” According to author report, the Alliance subscale has an alpha = .95 and the Cohesion subscale has an alpha = .93.

Learning/Teaching Goals Inventory. Both the students and teachers were asked to fill out an inventory assessing the goals each had for the class with the students using the Learning Goals Inventory and the teachers using the Teaching Goals Inventory. The two versions were identical with both containing 52 questions assessing learning and teaching goals for the class. The students and teachers were asked to rate the importance of each goal, according to what they aim to teach (in the case of teachers) or accomplish (in the case of students) in this course on a five point Likert-style scale ranging from “1 =

Not applicable” to “5 = Essential”. For example, a rated goal on the survey may be “Develop analytic skills”, “Improve writing skills”, or “Develop capacity to make wise decisions.” The surveys were each scored on six subscales: higher order thinking, academic success, knowledge, liberal arts education, career and job skills, and personal development. Psychometric data is currently unavailable for the Teaching/Learning Goals Inventory.

Teaching Goals Evaluation. Included in the student survey alone is the Teaching Goals Evaluation. This survey measures how well the student’s learning goals for the class were met. The survey contained 51 questions asking the student to rate the extent to which they believe this course has helped them with the listed skills on a 5 point Likert-style scale, with “1 = Not applicable” and “5 = Exceptionally.” The skills included on the Teaching Goals Evaluation are identical to those listed on the Teaching/Learning Goals Inventory except the question asking “In general, how do you see your primary role as a student/teacher?” was not included on the Evaluation. The Teaching Goals Evaluation was also scored on the six subscales: higher order thinking, academic success, knowledge, liberal arts education, career and job skills, and personal development. Psychometric data is also unavailable for the Teaching Goals Evaluation.

Teaching/Learning Styles Inventory. The teacher and student versions of the survey contained either the Teaching or Learning Styles Inventory respectively. The inventories were used to assess the respondent’s preferred teaching or learning style which was measured on three subscales: visual, auditory, and tactile/kinesthetic. Each inventory contained 36 yes or no questions that were grouped into twelve sets of three with the respondent being asked to answer “yes” to only one of the three questions in each set. Each question set contained an answer pertaining to each of the three subscales. A sample question

from the teacher survey is, “When helping students visualize, do you ...” with answer choices of “Present vivid, detailed pictures?”, “Use sounds and voices?” and “Present images through movement/activity?” The students were asked, “When visualizing...” with answer choices “Do you see vivid, detailed pictures in your thoughts?”, “Do you think in sounds and voices?” and “Do the images you see in your thoughts involve movement?” Currently, there is no psychometric data available for the Teaching or Learning Styles Inventory.

Teaching/Learning Motivation Inventory. As with the Teaching/Learning Styles Inventory, each the teacher and student versions of the survey contained either the Teaching or Learning Motivation Inventory respectively. These inventories were used to assess the respondent’s teaching or learning motivation. The inventory also contained 36 yes or no questions which were grouped into sets of three for each of the three subscales: goal motivated, relationship motivated, and learning motivated. The respondents were again asked to answer “yes” to only one question in the set of three. The teachers were queried, “When teaching, I liked to...” with answer choices of “Convey information”, “Get to know my students”, and “Explore issues.” Students, on the other hand, were asked, “In school, I liked to...” with answer choices of “Ask constant questions”, “Make friends” and “Explore.” Again, no psychometric data is currently available for these experimental inventories.

Teaching evaluation. The students and teachers were given identical teacher evaluations with the student asked to rate the teacher and the teacher asked to rate self. Both versions of the teacher evaluation contained nine questions. The first seven were rated on a five point Likert-style scale with “1 = strongly disagree” and “5 = strongly agree.” These first seven asked the student and teacher how well they thought they learned/taught something valuable, how clear the explanations of course materials were,

if they believed the evaluations of the students in the class were done fairly, etc. The eighth question, “How do you think you/your teacher compares with other instructors at BSU?” was rated on a five point Likert-style scale with “1 = Much worse” and “5 = Much better.” The final question, “Course difficulty, relative to other courses, was...” was also rated on a five point Likert-style scale, but with “1 = Very easy” and “5 = Very hard.”

Demographics. Included in the beginning of each the teacher and student survey was a section for demographics. The section was virtually identical on both surveys with a few exceptions. Both teachers and students were asked their age, gender, marital status, ethnicity, the college(s) to which they belonged, the class size, the estimated class attendance, and what time of day the class took place. Additionally, in the student’s survey, students were asked the amount of time spent outside of class with the teacher while in the teacher’s survey, the amount of time spent outside of the class with the students. Students were also asked their year in college, their GPA, if this course was in their major, and their estimated attendance rate for the class. Teachers were asked their highest level of education and what their scores were on their most recent teaching evaluations

Environmental Factors. A section containing questions regarding environmental factors was also included in both versions of the survey. The questions were identical for both the teacher and student versions. The six questions gathered information on the conduciveness of the lighting and seating arrangement to the learning environment; audibility; visibility; and the temperature of the room. Each of these questions was rated

on a four point Likert-style scale. These questions were asked to help control for any variance that may occur due to environmental factors.

Procedure

All surveys were administered within the last four weeks of the school year. Two survey packets were prepared: one for the students and one for the instructors.

Instructors were recruited via a blanket e-mail message. Informed consent was provided electronically after participants were briefed on the purpose and procedures for the study.

Both forms of the survey took approximately one hour to complete. At the beginning of the survey (although no identifying information was requested on the survey) both teachers and students were requested to enter a unique course reference number that allowed surveys to be linked in a nested design. After the login was successfully completed, the students and teachers were shown a link to click that led them to the informed consent and actual survey.

Results

Descriptive statistics

Instructors. Descriptive and frequency analyses were run for both the teacher and the student demographic information. The mean reported age for the teachers was 45.8 years (SD = 9.81). The mean reported teaching evaluation score was 6.2 (SD = 1.10). Of the five teacher participants, two were single and three were married. All teachers were Caucasian. One of the teachers reported belonging to the College of Communication, Information, and Media; two reported belonging to the Miller College of Business; one belonging to both the College of Communication, Information, and Media and the Honors College; and one belonging to the College of Sciences and Humanities.

Students. The mean reported age for the students was 21.04 years (SD = 2.01) and the modal years attended college is junior status. The mean reported grade point average was 2.11 (SD = .90). Of the student participants, 115 were single, five were married, and two were cohabitating. 113 students reported being Caucasian, five African American, two Hispanic, one Asian, and one reported as other. Five students reported belonging to the College of Applied Sciences; 18 as belonging to the College of Communication, Information, and Media; nine as belonging to the College of Fine Arts; five belonging to the Miller College of Business; 67 as belonging to the College of Sciences and Humanities; and 13 belonging to the Teacher's College. Thirteen students reported belonging to more than one college and 14 students reported belonging to the Honors College.

A descriptives analysis was also run on the eight octants of the IMI-GO for both the teacher and student data. The means and standard deviations for each of the octants can be found in Table 1.

Main Analyses

A hierarchical regression analysis with stepwise block entry was run for each of the outcomes: cohesion, teaching evaluation, expected grade, and learning outcomes. The block entries were the same for all five analyses. The first block entered into the regression contained the demographic variables: student GPA, student age, student sex, student ethnicity, student marital status, and the number of years the student has been in college. The second block entered contained the learning factors: learning style and learning motivation. The variables in the block consisted of the students' auditory, visual, and tactile scores for learning style and, the students' goal, relationship, and learning scores for learning motivation. The third block entered contained the environmental factors (all from the student survey): class size; seating arrangement;

temperature; visibility of the professor or any visual aids; lighting; the comfort of the seating; and the audibility of the professor and any audio aids. The final block entered contained the variable interpersonal complementarity between teacher and student. The first three blocks were entered for control purposes in order to remove variance that is associated with demographics, learning factors, and environmental factors that may moderate the effect of complementarity.

A correlation analysis was also run including: teacher/learner difference, complementarity, expected grade, teacher evaluation, student age, student sex, and student GPA.

H1. Greater self-reported teacher-student interpersonal complementarity will predict higher teacher evaluation scores.

All four blocks were examined for their association with the teacher evaluation with overall results showing a multiple R of .347. The ANOVA showed only the third and fourth blocks at a significant level ($F(19) = 2.285, p = .004$ and $F(20) = 2.631, p = .001$, respectively). The first two blocks did not contribute significant amounts to the explained variance in the teacher evaluation. After all four blocks had been entered, complementarity was the single best predictor of teacher evaluation scores, $t = -2.593, p = .011$. With greater student-teacher complementarity (a lower score), students were more apt to give a teacher a higher evaluation of teaching. When a correlation analysis was run, there showed to be a negative and significant correlation, $r = -.307, p = .001$, between teacher evaluation and complementarity. The audibility of the teacher and any auditory aids, $t = 2.283, p = .025$, and the comfort of the seating,

$t = 1.967, p = .052$, also proved to be significant predictors. As both the audibility and comfort of the seating increased, the teaching evaluation score also increased.

H2. Greater self-reported student interpersonal similarity will predict stronger class cohesion. A regression was run again with cohesion as the outcome with overall results showing a multiple R of .591. Results of the ANOVA showed the third and fourth blocks at a significant level. The third block had a significance of $F(18) = 2.608, p = .001$, and the fourth block showed the most significance at $F(19) = 2.822, p = .0001$. After running all four blocks through the analysis, audibility of the professor and any audio aids accounted for the greatest proportion of variance cohesion, $t = 2.681, p = .009$. The correlation is positive meaning a higher score for cohesion correlates with a higher score for audibility. Interpersonal complementarity was also a significant predictor, $t = -2.209, p = .029$. A lower complementarity score, which means greater complementarity, correlated with a higher sense of class cohesion.

H3. Stronger teaching-learning alliances will lead to better learning outcomes (more favorable student perceptions of achievement of learning goals and higher estimated student grades).

Learning outcomes. After all four blocks were examined for their association with the teaching learning difference, overall results showed a multiple R of .485. Examining the ANOVA, the first block proved to be significant, $F(6) = 2.864, p = .012$. The other three blocks did not add significant amounts to the explained variance in the teaching learning difference. In the first block, GPA was the most significant predictor of student perceptions of achievement of learning goals, $t = -3.404, p = .001$. After all four blocks had been entered GPA was still the single best predictor, $t = -2.334, p = .022$, with the

correlational analysis showing a positive significant correlation between GPA and the teacher/learner difference, $r = .292, p = .001$. Lighting also proved to be a significant predictor of the teaching learning difference, $t = -2.101, p = .038$. These results showed that higher GPA correlated with a lower teacher/learner difference. The lighting, although a negative correlation, proved to be random in its significance.

Expected grade. A regression analysis was run again with expected grade as the dependent variable. Overall results showed a multiple R of .701. Results from the ANOVA showed all four blocks to be significant with the first block accounting for the greatest proportion of variance $F(6) = 14.321, p = .0001$. Block two had a significance level, $F(12) = 7.432, p = .0001$, block 3 had a significance level, $F(19) = 4.954, p = .0001$, and block 4 had a significance level, $F(20) = 4.789, p = .0001$. In the first block GPA was the most significant predictor of expected grade, $t = 7.633, p = .0001$. When a correlation analysis was run, a positive and significant correlation was found between expected grade and GPA with a Pearson's correlation of $r = .603, p = .0001$. Student age also showed to be significant in the first block, $t = 2.481, p = .015$, as well as student marital status, $t = -2.549, p = .012$. After all four blocks had been entered GPA was still the single best predictor, $t = 6.898, p = .0001$. As the student's GPA increased, so also did the expected grade in the course. Student age still showed to be a significant predictor, $t = 2.251, p = .027$, as well as student marital status, $t = -2.132, p = .035$, although significance decreased from the results of the first block only. These results showed that the older the student, the higher the expected grade. It also showed that married or cohabitating students expected a lower grade than single students.

Discussion

The findings in this study are important to the area of pedagogical research for several reasons. First, it is important for teachers to know that there are different factors that might contribute to a student's performance in a class some of which are out of the control of the student or teacher. Second, this information can aid teachers in discovering how they may better relate to individual students based on their interpersonal style. This understanding may reduce classroom difficulties caused by interpersonal conflicts. Finally, the information in this study can help educators understand and interpret the meaning of teaching evaluation scores.

Hypothesis 1 predicted that greater self-reported teacher-student interpersonal complementarity would predict greater teacher/student alliances as reflected in higher teacher evaluation scores. This hypothesis was confirmed with the results from the regression analysis which show a significant and negative relationship between interpersonal complementarity and teacher evaluation scores. As student-teacher interpersonal complementarity increased (the complementarity score decreased), the teacher evaluation score also increased.

Hypothesis 2 assessed whether greater self-reported student interpersonal similarity would predict stronger class cohesion. This hypothesis was confirmed. The regression analysis shows that higher teacher/student interpersonal complementarity significantly predicted class cohesion--students who had greater complementarity experienced a greater sense of class cohesion.

Hypothesis 3 sought to find that stronger teaching-learning alliances will lead to better learning outcomes. The results of hypothesis 3 were not confirmed;

complementarity predicted neither expected grade nor student evaluations of learning outcomes.

The results of exploratory correlational analyses yielded relationships between several of the factors. First, it was found that cohesion has a significant and positive correlation with audibility of the professor and audio aids ($t = 2.681, p = .009$). Although causality cannot be inferred, this relationship may be due to the fact that if there is greater class cohesion, the class will all be focused on the professor simultaneously making audibility easier than if everyone was talking. Audibility also has a positive and significant relationship with teacher evaluation scores. A possible explanation of this relationship is that if a student is better able to hear the professor, the student will be able to understand concepts presented in class, maintain interest in the presentation, and understand any explanations the teacher may give.

Teaching evaluation scores were also positively and significantly predicted by the comfort of the student seating ($t = 1.967, p < .052$). The more comfortable the seating was for the students, the higher the teacher was evaluated. The reasons for this finding may be similar to the explanation for the findings related to audibility. If a student is focused on how uncomfortable the seating is, he/she will not be able to properly attend to the teacher. This will result in missed information from the presentation and a lowering in the student's interest in the presentation.

Learning outcome was significantly correlated to several of the control variables. Results from the regression show that GPA positively and significantly predicted learning outcomes ($t = -2.334, p < .022$). In other words, the higher the student's GPA, the more students reported learning from the class. Students who have a higher GPA may actually

benefit more from class instruction because of higher work ethic, even more than a teacher originally intended. Lighting also proves to be a significant predictor with a negative correlation to learning outcomes ($r = -2.101, p < .038$). When plotted, it was found that the significance of lighting may be a spurious finding. This may be because of the scale used to assess classroom lighting was weighted with greater response bias for the middle of the Likert-type scale.

Expected grade was also related to several of the predictors. Students' GPA was a significant predictor of expected grade ($t = 6.898, p < .0001$). The greater a student's current GPA, the higher they expect their final grade in the course to be. This can most likely be explained by the fact that a person with a higher GPA will expect to receive a higher course grade based on past academic work. Student age was also a significant predictor of expected grade ($t = 2.251, p < .027$). The older the student is, the higher the expected grade in the course. This finding may be because older students manifest more maturity. Younger students may still be adjusting to college life or, simply not experienced enough to achieve the higher grade that an older, more adjusted person would. Finally, marital status had a negative and significant correlation with expected grade ($t = -2.132, p < .035$). Married or cohabitating students expected to receive lower grades than did single students. This may be because married or cohabitating students were more likely to live off campus and have more outside responsibilities than single students. This extra responsibility draws away from study time and impacts grades. Also, there were very few married or cohabitating students that participated which could possibly skew the distribution of the results.

Limitations

Obviously, the current study was limited due to its small sample size. Future research will be geared to collecting further data with a focus on recruiting more minority students and professors. Due to the small number of disciplines represented and limited range in class sizes, the current results can only be generalized to the college populations represented by the survey participants.

References

- Barbe, W. B., Swassing, R.H., & Milone, M.N. (1988). *Teaching Through Modality Strengths: Concepts and Practices*. Columbus: Zaner-Blosser, Inc.
- Bess, J. L. (Ed.). (1997). *Teaching well and liking it : motivating faculty to teach effectively*. Baltimore: Johns Hopkins University Press.
- Beutler, L. (1997). The psychotherapist as a neglected variable in psychotherapy: An illustration by reference to the role of therapist experience and training. *Clinical Psychology: Science and Practice*, 4, 44-52.
- Bluhm, C., Widiger, T. A., & Miele, G. M. (1990). Interpersonal complementarity and individual differences. *Journal of Personality and Social Psychology*, 58, 464-471.
- Field, K., Cohler, B., & Wool, G. (Eds.). (1989). *Learning and Education: Psychoanalytic Perspectives*. Madison: International Universities Press, Inc.
- Garfield, S. (1994). Research on client variables in psychotherapy. In A.E. Bergin and S.L. Garfield (Eds.) *Handbook of psychotherapy and behavior change* (4th ed., pp.190-228). NY: John Wiley and Sons.
- Henry, W., Schact, T., & Strupp, H. (1986). Structural analysis of social behavior: Application to a study of interpersonal processes in differential psychotherapeutic outcome. *Journal of Consulting and Clinical Psychology*, 56, 27-31.
- Kiesler, D. (1982). Interpersonal theory for personality and psychotherapy. In J. Anchin & D. Kiesler (Eds.), *Handbook of Interpersonal Psychotherapy* (pp. 3-24). Elmsford, NY: Pergamon Press.
- Kiesler, D. J., & Schmidt, J. (1993). *The Impact Message Inventory: Form IIA Octant Scale Version*. Palo Alto, CA: Mind Garden.
- Learntivity. (2002). *Learning Styles*. Retrieved June 14, 2004, from <http://www.learnativity.com/learningstyles.html>
- Malkin, Craig-Edward. (2000). Alliance, cohesion, and outcome in the women's studies classroom (Doctoral dissertaton, University of Missouri, 2000). *Dissertation Abstracts International*, 61 (2-B), 1089.
- Orlinsky, D.E., Grawe, K., & Parks, B.K. (1994). Process and outcome in psychotherapy—Noch einmal. In A.E. Bergin & S.L. Garfield (Eds.), *Handbook of psychotherapy and behavior change* (4th ed., pp. 270–376). New York: Wiley.

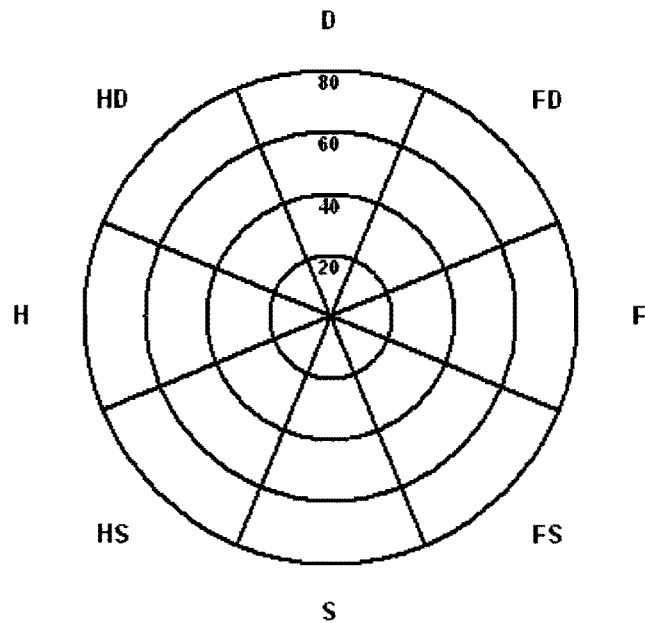
Saucier, G. (1994). Mini-Markers: A Brief Version of Goldberg's Unipolar Big Five Markers. *Journal of Personality Assessment*, 63(3), 506-516.

Schutz, P., & DeCuir, J. (2002). Inquiry on Emotions in Education. *Educational Psychologist*, 3(2), 125-134.

Yalom, I. D. (1995). *The theory and practice of group psychotherapy (4th ed.)*. New York: Basic Books, Inc.

Figure 1

Interpersonal Circumplex



Legend

- D=Dominant
- HD=Hostile-Dominant
- H=Hostile
- HS=Hostile-Submissive
- S=Submissive
- FS=Friendly-Submissive
- F=Friendly
- FD=Friendly-Dominant

Table 1

Means and Standard Deviations for Instructors and Students of the IMI-GO

<u>Octant</u>	Student		Instructor	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Dominant	38.46	5.91	39.42	1.88
Hostile Dominant	34.37	4.73	35.47	4.10
Hostile	41.96	6.72	46.11	4.98
Hostile Submissive	42.47	5.83	36.86	5.01
Submissive	40.39	4.53	37.65	1.87
Friendly Submissive	42.27	5.74	40.71	1.93
Friendly	43.25	6.00	47.61	1.43
Friendly Dominant	38.03	7.20	30.23	8.46

Appendix A

Student Survey

1. Age (in years)

essay rows=1 cols=2

2. Gender

A. Male

B. Female

Pick one

3. Year in school

A. freshman

B. sophomore

C. Junior

D. Senior

E. Graduate

F. Other

Pick one

4. Marital status

A. single

B. Married

C. Co-habiting

D. Divorced

E. Separated

F. Widowed

MATA

5. Ethnicity/Race

A. Caucasian

B. African American

C. Hispanic

D. Asian

E. American Indian

F. other

MATA

6. What college is your major located in and/or are you a member of (please select all that apply)?

A. Applied Sciences and Technology

B. Architecture and Planning

C. Communication, Information, and Media

D. Fine Arts

E. Honors College

F. Miller College of Business
G. Sciences and Humanities
H. Teachers College
MATA

7. What is your estimated GPA?

- A. 3.50 – 4.00
- B. 3.00 – 3.49
- C. 2.50 – 2.99
- D. 2.00 – 2.49
- E. 1.50 – 1.99
- F. 1.00 – 1.49
- G. 0.99 - 0.05
- H. < .49

Pick one

8. What course are you taking this survey for?

Essay rows=1 cols=50

9. Is this a course in your major?

Yes/No

10. Approximately how many students are in the course?

- A. > 100
- B. 76 – 100
- C. 51 – 75
- D. 25 – 50
- E. < 25

Pick one

11. Approximately what percent of the time did you attend this course?

- A. 91 – 100%
- B. 76 – 90%
- C. 51 – 75%
- D. 25 – 50%
- E. < 25%

Pick one

12. Approximately what percentage of the students attended this course regularly?

- A. 91 – 100%
- B. 76 – 90%
- C. 51 – 75%
- D. 25 – 50%
- E. < 25%

Pick one

13. When during the day does this course take place?

- A. A.M.
- B. P.M.

Pick one

14. About how much time did you spend with the teacher outside of class?

- A. > 3 hours
- B. 2 - 3 hours
- C. 1 - 2 hours
- D. 30 - 60 minutes
- E. < 30 minutes

Pick one

15. How much do you like the teacher for this course?

Likert range=5 "1=Not at all" "5=Very much"

<p>IMPACT MESSAGE INVENTORY-GO</p>

<p>This inventory contains words, phrases, and statements which people use to describe how they believe OTHERS are emotionally engaged or impacted when interacting with them.</p>

<p>You are to respond to this inventory by indicating how accurately each of the items describes what YOU THINK OTHERS' TYPICAL REACTIONS TO YOU ARE during your interactions. Respond to each item in terms of how precisely it describes the feelings you think you typically arouse in others, the behaviors you think others want to direct towards you when they are around you, and/or the descriptions of you that you think come to other people's minds when you are present. Indicate how each item describes what you think others' typical reactions to you are, using the following scale:</p>

<p>1 = Not at all; 2 = Somewhat; 3 = Moderately so; 4 = Very much so</p>

<p>First, imagine a typical interaction you have with these other persons. Focus on the immediate reactions YOU THINK THEY WOULD BE EXPERIENCING IN REACTION TO YOU. Then read each of the items and COMPLETELY FILL IN THE BUBBLE corresponding with the number that best describes how you think they would be feeling and/or would want to behave if you were, at this moment, in their presence. There are no right or wrong answers since different people react differently to different people and you are reporting their typical reactions as you see them.</p>

1 = Not at all; 2 = Somewhat; 3 = Moderately so; 4 = Very much so

WHEN PEOPLE ARE WITH ME, THEY TYPICALLY FEEL

16a. bossed around

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

16b. distant from me

likert table range=4

16c. important

likert table range=4

16d. entertained

likert table range=4

16e. like an intruder

likert table range=4

16f. in charge

likert table range=4

16g. appreciated by me

likert table range=4

16h. part of the group when I'm around

likert table range=4

16i. forced to shoulder all the responsibility

likert table range=4

16j. complimented

likert table range=4

16k. as if I'm the class clown

likert table range=4

16l. uneasy

likert table range=4

16m. dominant

likert table range=4

16n. welcome with me

likert table range=4

16o. as important to me as others in the group

likert table range=4

16p. annoyed

likert table range=4

16q. taken charge of
likert table range=4

WHEN PEOPLE ARE WITH ME, I TYPICALLY MAKE THEM FEEL THAT . . .

17a. they should make a decision

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

17b. they want me to disagree with them sometimes
likert table range=4

17c. they could lean on me for support
likert table range=4

17d. they're going to intrude
likert table range=4

17e. they should tell me to stand up for myself
likert table range=4

17f. they can ask me to carry my share of the load
likert table range=4

17g. they could relax and I'd take charge
likert table range=4

17h. they want to stay away from me
likert table range=4

17i. they could tell me anything and I would agree
likert table range=4

17j. they should tell me I'm often quite inconsiderate
likert table range=4

17k. they should tell me not to be so nervous around them
likert table range=4

17l. they could ask me to do anything
likert table range=4

17m. they want to get away from me
likert table range=4

17n. they should do something to put me at ease
likert table range=4

17o. they want to point out my good qualities to me
likert table range=4

WHEN PEOPLE ARE WITH ME, IT TYPICALLY APPEARS TO THEM THAT...

18a. I want to be the center of attention

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

18b. I don't want to get involved with them

likert table range=4

18c. I am most comfortable withdrawing into the background when an issue arises

likert table range=4

18d. I want them to put me on a pedestal

likert table range=4

18e. I'd rather be alone

likert table range=4

18f. I think I can't do anything for myself

likert table range=4

18g. my time is theirs if they need it

likert table range=4

18h. I think its everyone for herself or himself

likert table range=4

18i. I think I will be ridiculed if I assert myself with others

likert table range=4

18j. I would accept whatever they said

likert table range=4

18k. I want to be the charming one

likert table range=4

18l. I think I'm always in control of things

likert table range=4

18m. I think I am inadequate

likert table range=4

18n. I think they have most of the answers

likert table range=4

18o. I enjoy being with people
likert table range=4

18p. I weigh situations in terms of what I can get out of them
likert table range=4

18q. I'd rather be left alone
likert table range=4

18r. I see them as superior
likert table range=4

18s. I want to be with others
likert table range=4

18t. I'm carrying a grudge
likert table range=4

18u. I'm nervous around them
likert table range=4

18v. Whatever they did would be okay with me
likert table range=4

18w. I trust them
likert table range=4

18x. I think other people find me interesting, amusing, fascinating, and witty
likert table range=4

<p>IMPACT MESSAGE INVENTORY-GO</p>

<p>Directions: This inventory contains words; phrases; and statements which people use to describe how they are emotionally engaged or impacted when interacting with another person. You are to respond to this inventory by indicating how accurately each of the items describes YOUR REACTIONS and behaviors TOWARD YOUR INSTRUCTOR. Rate each item using the given scale.</p>

<p>1 = Not at all; 2 = Somewhat; 3 = Moderately so; 4 = Very much so</p>

<p>First, imagine a typical interaction you have with your instructor. Focus on the immediate reactions YOU HAVE TOWARDS THIS PERSON. Then read each of the items and COMPLETELY FILL IN THE BUBBLE corresponding with the number that best describes how you would feel or behave if you were, at this moment, in their

presence. There are no right or wrong answers since we react differently to different people and you are reporting your typical reactions as you see them.</p>

1 = Not at all; 2 = Somewhat; 3 = Moderately so; 4 = Very much so

WHEN I AM WITH MY INSTRUCTOR, HE/SHE TYPICALLY MAKES ME FEEL. . .

19a. bossed around

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

19b. distant from him/her

likert table range=4

19c. important

likert table range=4

19d. entertained

likert table range=4

19e. like an intruder

likert table range=4

19f. in charge

likert table range=4

19g. appreciated by him/her

likert table range=4

19h. part of the group when he/she's around

likert table range=4

19i. forced to shoulder all the responsibility

likert table range=4

19j. complimented

likert table range=4

19k. as if he/she is the class clown

likert table range=4

19l. uneasy

likert table range=4

19m. dominant

likert table range=4

19n. welcome with him/her
likert table range=4

19o. as important to him/her as others in the class
likert table range=4

19p. annoyed
likert table range=4

19q. taken charge of
likert table range=4

WHEN PEOPLE ARE WITH MY INSTRUCTOR, HE/SHE TYPICALLY MAKES ME
FEEL THAT . . .

20a. I want to tell him/her to give somebody else a chance to make a decision
likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

20b. I want him/her to disagree with me sometimes
likert table range=4

20c. I could lean on him/her for support
likert table range=4

20d. I'm going to intrude
likert table range=4

20e. I should tell him/her to stand up for him/herself
likert table range=4

20f. I can ask him/her to carry his/her share of the load
likert table range=4

20g. I could relax and he/she would take charge
likert table range=4

20h. I want to stay away from him/her
likert table range=4

20i. I could tell him/her anything and he/she would agree
likert table range=4

20j. I should tell him/her that he/she is often quite inconsiderate
likert table range=4

20k. I should tell him/her not to be so nervous around me

likert table range=4

20l. I could ask him/her to do anything

likert table range=4

20m. I want to get away from him/her

likert table range=4

20n. I should do something to put him/her at ease

likert table range=4

20o. I want to point out his/her good qualities to him/her

likert table range=4

WHEN I AM WITH MY INSTRUCTOR, IT TYPICALLY APPEARS TO ME
THAT...

21a. He/she wants to be the center of attention

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

21b. He/she don't want to get involved with me

likert table range=4

21c. He/she is most comfortable withdrawing into the background when an issue arises

likert table range=4

21d. He/she wants me to put him/her on a pedestal

likert table range=4

21e. He/she would rather be alone

likert table range=4

21f. He/she thinks he/she can't do anything for him/herself

likert table range=4

21g. His/her time is mine if I need it

likert table range=4

21h. He/she thinks it is everyone for him/herself

likert table range=4

21i. He/she thinks he/she will be ridiculed if he/she asserts him/herself with others

likert table range=4

21j. He/she would accept whatever I said

likert table range=4

21k. He/she wants to be the charming one
likert table range=4

21l. He/she thinks he/she is always in control of things
likert table range=4

21m. He/she thinks he/she is inadequate
likert table range=4

21n. He/she thinks I have most of the answers
likert table range=4

21o. He/she enjoys being with people
likert table range=4

21p. He/she weighs situations in terms of what he/she can get out of them
likert table range=4

21q. He/she would rather be left alone
likert table range=4

21r. He/she sees me as superior
likert table range=4

21s. He/she wants to be with others
likert table range=4

21t. He/she is carrying a grudge
likert table range=4

21u. He/she is nervous around me
likert table range=4

21v. Whatever I did would be okay with him/her
likert table range=4

21w. He/she trusts me
likert table range=4

21x. He/she thinks other people find him/her interesting, amusing, fascinating, and witty
likert table range=4

How would You Describe Yourself?

Instructions: Read each statement carefully. Using the appropriate rating scale, decide which response most accurately reflects your answer and write that number on the space provided.

Please use this list of common human traits to describe yourself as accurately as possible. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as you are generally or typically, as compared with other persons you know of the same sex and of roughly the same age, USING THE FOLLOWING RATING SCALE:

- 1 = Extremely inaccurate

- 2 = Very inaccurate

- 3 = Moderately inaccurate

- 4 = Slightly inaccurate

- 5 = ? (uncertain)

- 6 = Slightly accurate

- 7 = Moderately accurate

- 8 = Very accurate

- 9 = Extremely accurate

22a. Bashful

likert table range=9 "1=extremely inaccurate" "2=very inaccurate" "3=moderately inaccurate" "4=slightly inaccurate" "5=?(uncertain)" "6=slightly accurate" "7=moderately accurate" "8=very accurate" "9=extremely accurate"

22b. Bold

likert table range=9

22c. Careless

likert table range=9

22d. Cold

likert table range=9

22e. Complex

likert table range=9

22f. Cooperative

likert table range=9

22g. Creative

likert table range=9

22h. Deep

likert table range=9

22i. Disorganized

likert table range=9

22j. Efficient
likert table range=9

22k. Energetic
likert table range=9

22l. Envious
likert table range=9

22m. Extraverted
likert table range=9

22n. Fretful
likert table range=9

22o. Harsh
likert table range=9

22p. Imaginative
likert table range=9

22q. Inefficient
likert table range=9

22r. Intellectual
likert table range=9

22s. Jealous
likert table range=9

23a. Kind
likert table range=9 "1=extremely inaccurate" "2=very inaccurate" "3=moderately
inaccurate" "4=slightly inaccurate" "5=?(uncertain)" "6=slightly accurate"
"7=moderately accurate" "8=very accurate" "9=extremely accurate"

23b. Moody
likert table range=9

23c. Organized
likert table range=9

23d. Philosophical
likert table range=9

23e. Practical
likert table range=9

23f. Quiet
likert table range=9

23g. Relaxed
likert table range=9

23h. Rude
likert table range=9

23i. Shy
likert table range=9

23j. Sloppy
likert table range=9

23k. Sympathetic
likert table range=9

23l. Systematic
likert table range=9

23m. Talkative
likert table range=9

23n. Temperamental
likert table range=9

23o. Touchy
likert table range=9

23p. Uncreative
likert table range=9

23q. Unenvious
likert table range=9

23r. Unintellectual
likert table range=9

23s. Unsympathetic
likert table range=9

23t. Warm
likert table range=9

23u. Withdrawn
likert table range=9

What's Your Motivation Style?

Motivation is the force that draws you to move toward something. It can come from a desire or a curiosity within you or can be from an external force urging you on. In either case, you make the decision to seize or to skip a chance to learn. Motivation styles vary for different situations and topics but nonetheless, you draw on them all the time, especially when you try to learn something challenging. If you can recognize your predominant motivational style, you can identify the situations that best satisfy your needs. Likewise, you can't motivate anyone else. All you can do is invite them to learn.

Take a few minutes to complete the following questionnaire assessing your preferred motivation style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with description that applies to you now. Count the numbers of circled items and write your total at the bottom of each column. These questions have no right or wrong answers. Your response offers insight about how you're motivated to learn.

For items 24-26 please endorse "yes" to only one

I'm proud when I...

24. Get things done

Yes/No

25. Help other people

Yes/No

26. Think things through

Yes/No

For items 27-29 please endorse "yes" to only one

I mostly think about...

27. What's next

Yes/No

28. People

Yes/No

29. Ideas

Yes/No

For items 30-32 please endorse "yes" to only one

To relax I tend to...

30. Do whatever it takes to accomplish relaxation

Yes/No

31. Hang out and talk with friends

Yes/No

32. Read or surf the web to learn new things

Yes/No

For items 33-35 please endorse "yes" to only one

I like to do things...

33. Now or on a schedule

Yes/No

34. When it works for everyone

Yes/No

35. When it feels right to me

Yes/No

For items 36-38 please endorse "yes" to only one

When online, I like to...

36. Search and retrieve

Yes/No

37. Write emails, instant message, or chat

Yes/No

38. Look around and linger

Yes/No

For items 39-41 please endorse "yes" to only one

Projects should be...

39. Finished on time

Yes/No

40. Done in groups

Yes/No

41. Meaningful to me

Yes/No

For items 42-44 please endorse "yes" to only one

In school, I liked to...

42. Ask constant questions

Yes/No

43. Make friends

Yes/No

44. Explore

Yes/No

For items 45-47 please endorse "yes" to only one

Schedules...

45. Keep order

Yes/No

46. Help coordinate people

Yes/No

47. Are a useful tool

Yes/No

For items 48-50 please endorse "yes" to only one

I like to be recognized for...

48. Being organized, neat, productive, efficient, and punctual

Yes/No

49. Noticing other people, being kind, fair, thoughtful, and considerate

Yes/No

50. Being clever and smart, making discoveries, and solving problems

Yes/No

For items 51-53 please endorse "yes" to only one

In terms of completing...

51. I finish what I start

Yes/No

52. I like to enlist the help of other people

Yes/No

53. I believe that life is a journey, not a destination.

Yes/No

What's Your Learning Style?

Learning styles refer to the way you prefer to approach new information. Each of us learns and processes information in our own special ways, though we share some learning patterns, preferences and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer offer insight about how you learn.

For items 54-56 please endorse "yes" to only one

When concentrating...

54. Does seeing untidiness or movement distract you and/or do you notice things in your visual field that other people don't?

Yes/No

55. Are you distracted by sounds or noises and/or do you prefer to manage the amount and the type of noise around you?

Yes/No

56. Are you distracted by activity around you and/or do you shut out conversations and go inside yourself?

Yes/No

For items 57-59 please endorse "yes" to only one

When visualizing...

57. Do you see vivid, detailed pictures in your thoughts?

Yes/No

58. Do you think in sounds and voices?

Yes/No

59. Do the images you see in your thoughts involve movement?

Yes/No

For items 60-62 please endorse "yes" to only one

When talking...

60. Do you dislike listening for a long time and/or do you often use words such as see, picture, and imagine?

Yes/No

61. Do you enjoy listening (Or, maybe, you're impatient to talk?) and/or do you often use words such as say, hear, tune and think?

Yes/No

62. Do you like to gesture and use expressive movements and/or do you often use words such as feel, touch and hold?

Yes/No

For items 63-65 please endorse "yes" to only one

When contacting people...

63. Do you prefer direct, face-to-face, personal meetings?

Yes/No

64. Do you prefer the telephone for intense conversations?

Yes/No

65. Do you prefer to talk while walking or participating in an activity?

Yes/No

For items 66-68 please endorse "yes" to only one

When meeting someone again...

66. Do you forget names but remember faces and/or can you usually remember where you met someone?

Yes/No

67. Do you tend to remember people's names and/or can you usually remember what you talked about?

Yes/No

68. Do you tend to remember what you did together and/or can you almost feel your time together?

Yes/No

For items 69-71 please endorse "yes" to only one

When relaxing...

69. Do you prefer to watch TV, see a play, and go to a movie?

Yes/No

70. Do you prefer to listen to the radio, play music, read, and talk with a friend?
Yes/No

71. Do you prefer to play sports, knit, and build something with your hands?
Yes/No

For items 72-74 please endorse "yes" to only one

When reading...

72. Do you like descriptive scenes and/or do you pause to imagine the action?
Yes/No

73. Do you enjoy the dialogue most and/or can you "hear" the characters talk?
Yes/No

74. Do you prefer action stories and/or do not enjoy reading for pleasure?
Yes/No

For items 75-77 please endorse "yes" to only one

When spelling...

75. Do you try to see the word in your mind and/or do you imagine what it would look like on paper?
Yes/No

76. Do you use a phonetic approach to sound out the word and/or do you hear it in your thoughts or say it aloud?
Yes/No

77. Do you write down the word to find out if it feels right and/or do you run your fingers over it or type it out?
Yes/No

For items 78-80 please endorse "yes" to only one

When doing something new at work...

78. Do you like to see demonstrations, diagrams, and flow charts and/or do you seek out pictures or diagrams?
Yes/No

79. Do you find verbal and written instructions helpful and/or do you like talking it over and/or do you ask a neighbor?
Yes/No

80. Do you prefer to jump right in and try it? Do you keep trying and/or do you try different ways?

Yes/No

For items 81-83 please endorse "yes" to only one

When putting something together ...

81. Do you look at the picture and then, maybe, read the directions?

Yes/No

82. Do you like reading or talking with someone about it and/or do you find yourself talking aloud as you work?

Yes/No

83. Do you usually ignore the directions and figure it out as you go along?

Yes/No

For items 84-86 please endorse "yes" to only one

When interpreting mood...

84. Do you primarily look at facial expressions?

Yes/No

85. Do you listen to the tone of voice?

Yes/No

86. Do you watch for body language?

Yes/No

For items 87-89 please endorse "yes" to only one

When teaching people...

87. Do you prefer to show them?

Yes/No

88. Do you prefer to tell them? Write it out?

Yes/No

89. Do you demonstrate how it's done? Ask them to try it?

Yes/No

Learning Goals Inventory

For the course that you will have students participate in this study, respond to each item on the inventory in relation to that particular course (Your responses might be quite

different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline).

Rate the importance of each of the fifty-two goals listed below to the specific course that you are reporting on. Assess each goal's importance to what you deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to you institutional mission. There are no "right" or "wrong" answers; only personally more or less accurate ones.

For each goal, select only one response on the 1-5 rating scale. You may want to read quickly through all 52 goals before rating their relative importance. In relation to the course you are focusing on, indicate whether each goal you rate is:

5= Essential
4= Very important
3= Important
2= Unimportant
1= Not applicable

Rate the importance of each goal to what you aim to have students accomplish in your course.

90a. Develop ability to apply principles and generalizations already learned to new problems and situations
Likert table range=5 "1=Not applicable" "2=Unimportant" "3=Important" "4=Very Important" "5=Essential"

90b. Develop analytic skills.
Likert table range=5

90c. Develop problem-solving skills.
Likert table range=5

90d. Develop ability to draw reasonable inferences from observations.
Likert table range=5

90e. Develop ability to synthesize and integrate information and ideas.
Likert table range=5

90f. Develop ability to think holistically: to see the whole as well as the parts.
Likert table range=5

90g. Develop ability to think creatively.
Likert table range=5

90h. Develop ability to distinguish between fact and opinion.

Likert table range=5

90i. Improve skill at paying attention.

Likert table range=5

90j. Develop ability to concentrate.

Likert table range=5

90k. Improve memory skills.

Likert table range=5

90l. Improve listening skills.

Likert table range=5

90m. Improve speaking skills.

Likert table range=5

90n. Improve reading skills.

Likert table range=5

90o. Improve writing skills.

Likert table range=5

90p. Develop appropriate study skills, strategies, and habits.

Likert table range=5

90q. Improve mathematical skills.

Likert table range=5

90r. Learn terms and facts of this subject.

Likert table range=5

90s. Learn concepts and theories in this subject.

Likert table range=5

90t. Develop skill in using materials, tools, and/or technology central to this subject.

Likert table range=5

90u. Learn to understand perspectives and values of this subject.

Likert table range=5

90v. Prepare for transfer or graduate study.

Likert table range=5

90w. Learn techniques and methods used to gain new knowledge in this subject.

Likert table range=5

90x. Learn to evaluate methods and materials in this subject.

Likert table range=5

90y. Learn to appreciate important contributions to this subject.

Likert table range=5

90z. Develop an appreciation of the liberal arts and sciences.

Likert table range=5

91a. Develop an openness to new ideas.

likert table range=5 "1=Not applicable" "2=Unimportant" "3=Important" "4=Very Important" "5=Essential"

91b. Develop an informed concern about contemporary social issues.

likert table range=5

91c. Develop a commitment to exercise the rights and responsibilities of citizenship.

likert table range=5

91d. Develop a lifelong love of learning.

likert table range=5

91e. Develop aesthetic appreciations.

likert table range=5

91f. Develop an informed historical perspective.

likert table range=5

91g. Develop an informed understanding of the role of science and technology.

likert table range=5

91h. Develop an informed appreciation of other cultures.

likert table range=5

91i. Develop capacity to make informed ethical choices.

likert table range=5

91j. Develop ability to work productively with others.

likert table range=5

91k. Develop management skills.

likert table range=5

91l. Develop leadership skills.

likert table range=5

91m. Develop a commitment to accurate work.

likert table range=5

91n. Improve ability to follow directions, instructions, and plans.

likert table range=5

91o. Improve ability to organize and use time effectively.

likert table range=5

91p. Develop a commitment to personal achievement.

likert table range=5

91q. Develop ability to perform skillfully.

likert table range=5

91r. Cultivate a sense of responsibility for one's own behavior.

likert table range=5

91s. Improve self-esteem/self-confidence.

likert table range=5

91t. Develop a commitment to one's own values.

likert table range=5

91u. Develop respect for others.

likert table range=5

91v. Cultivate emotional health and well-being.

likert table range=5

91w. Cultivate an active commitment to honesty.

likert table range=5

91x. Develop capacity to think for one's self.

likert table range=5

91y. Develop capacity to make wise decisions.

likert table range=5

92. In general, how do you see your primary role as a student?

(Although more than one statement may apply, please circle only one.)

A. Learning facts and principles of the subject matter

B. Modeling myself as a professional

C. Developing high-order thinking skills

- D. Preparing myself for jobs/careers
 - E. Fostering development and personal growth
 - F. Developing basic learning skills
- Pick one

<c>Teaching Goals Evaluation</c>

<p>For the course that you are reporting on in this study, respond to each item on the inventory in relation to that particular course (Your responses might be quite different if you were asked about your overall experiences with this instructor, for example, or the appropriate instructional goals for your major).</p>

<p>Rate the extent to which of each of the fifty-two goals listed below were achieved within the content of the specific course that you are reporting on. There are no "right: or "wrong": answers; only personally more or less accurate ones.</p>

<p>For each goal, select only one response on the 1-5 rating scale. You may want to read quickly through all 52 goals before rating their relative importance. In relation to the course you are focusing on, indicate whether each goal you rate was achieved:</p>

- 5= Exceptionally

- 4= Very much

- 3= Somewhat

- 2= Not at all

- 1= Not applicable

<i>Rate the extent to which you believe this course has helped you with following skills:</i>

93a. Develop ability to apply principles and generalizations already learned to new problems and situations.
likert table range=5 "1=Not applicable" "2=Not at all" "3=Somewhat" "4=Very much" "5=Exceptionally"

93b. Develop analytic skills.
likert table range=5

93c. Develop problem-solving skills.
likert table range=5

93d. Develop ability to draw reasonable inferences from observations.
likert table range=5

93e. Develop ability to synthesize and integrate information and ideas.
likert table range=5

93f. Develop ability to think holistically: to see the whole as well as the parts.
likert table range=5

93g. Develop ability to think creatively.
likert table range=5

93h. Develop ability to distinguish between fact and opinion.
likert table range=5

93i. Improve skill at paying attention.
likert table range=5

93j. Develop ability to concentrate.
likert table range=5

93k. Improve memory skills.
likert table range=5

93l. Improve listening skills.
likert table range=5

93m. Improve speaking skills.
likert table range=5

93n. Improve reading skills.
likert table range=5

93o. Improve writing skills.
likert table range=5

93p. Develop appropriate study skills, strategies, and habits.
likert table range=5

93q. Improve mathematical skills.
likert table range=5

93r. Learn terms and facts of this subject.
likert table range=5

93s. Learn concepts and theories in this subject.
likert table range=5

93t. Develop skill in using materials, tools, and/or technology central to this subject.
likert table range=5

93u. Learn to understand perspectives and values of this subject.

likert table range=5

93v. Prepare for transfer or graduate study.

likert table range=5

93w. Learn techniques and methods used to gain new knowledge in this subject.

likert table range=5

93x. Learn to evaluate methods and materials in this subject.

likert table range=5

93y. Learn to appreciate important contributions to this subject.

likert table range=5

93z. Develop an appreciation of the liberal arts and sciences.

likert table range=5

94a. Develop an openness to new ideas.

likert table range=5 "1=Not applicable" "2=Not at all" "3=Somewhat" "4=Very much"
"5=Exceptionally"

94b. Develop an informed concern about contemporary social issues.

likert table range=5

94c. Develop a commitment to exercise the rights and responsibilities of citizenship.

likert table range=5

94d. Develop a lifelong love of learning.

likert table range=5

94e. Develop aesthetic appreciations.

likert table range=5

94f. Develop an informed historical perspective.

likert table range=5

94g. Develop an informed understanding of the role of science and technology.

likert table range=5

94h. Develop an informed appreciation of other cultures.

likert table range=5

94i. Develop capacity to make informed ethical choices.
likert table range=5

94j. Develop ability to work productively with others.
likert table range=5

94k. Develop management skills.
likert table range=5

94l. Develop leadership skills.
likert table range=5

94m. Develop a commitment to accurate work.
likert table range=5

94n. Improve ability to follow directions, instructions, and plans.
likert table range=5

94o. Improve ability to organize and use time effectively.
likert table range=5

94p. Develop a commitment to personal achievement.
likert table range=5

94q. Develop ability to perform skillfully.
likert table range=5

94r. Cultivate a sense of responsibility for one's own behavior.
likert table range=5

94s. Improve self-esteem/self-confidence.
likert table range=5

94t. Develop a commitment to one's own values.
likert table range=5

94u. Develop respect for others.
likert table range=5

94v. Cultivate emotional health and well-being.
likert table range=5

94w. Cultivate an active commitment to honesty.
likert table range=5

94x. Develop capacity to think for one's self.

likert table range=5

94y. Develop capacity to make wise decisions.

likert table range=5

Please answer the following questions as they pertain to the class for which you are taking this.

95. Approximately how many seats are in the room?

A. <10

B. 11-50

C. 51-100

D. 101-200

E. 201-300

F. >300

pick one

96. How conducive was the lighting to the learning environment?

Likert range=5 "1=Too dark" "5=Too bright"

97. How conducive was the seating arrangement to the learning environment?

Likert range=5 "1=Poor" "5=Optimal"

98. How comfortable was the seating?

Likert range=5 "1=Very uncomfortable" "5=Very comfortable"

99. How clearly could you hear the instructor and/or audio aids?

Likert range=5 "1=Not at all clearly" "5=Very clearly"

100. How visible/readable were the visual aids?

Likert range=5 "1=Not at all visible" "5=Very visible"

101. How comfortable was the temperature of the room?

Likert range=5 "1=Too hot" "5=Too cold"

Below is a list of statements. Using the following 7-point scale, indicate the extent to which you agree or disagree with each statement **in the space provided:**

1=Never or almost never true

2=Usually not true

3=Sometimes but infrequently true

4=Occasionally true

5=Often true

6=Usually true

7=Always or almost always true

102a. I respect the teacher for this course.

likert table range=7 "1=Never true" "2=Usually not true" "3=Sometimes true"
"4=Occasionally true" "5=Often true" "6=Usually true" "7=Always true"

102b. I trust the teacher and the teacher's decisions.

Likert table range=7

102c. I do not think the teacher appreciates having me in this class.

Likert table range=7

102d. I do not think the teacher for this course respects me.

Likert table range=7

102e. I feel uncomfortable (or would feel uncomfortable) talking one-on-one with the teacher for this class.

Likert table range=7

102f. I feel the teacher is willing to try to help me when I ask.

Likert table range=7

102g. My relationship with the teacher for this course is important to me.

Likert table range=7

102h. I do not like the teacher as a person.

Likert table range=7

102i. I think the teacher and I share the same ideas about what this class should be like.

Likert table range=7

102j. I feel that what the teacher is trying to accomplish in this class is unlikely to help me.

Likert table range=7

102k. I feel that the teacher and I agree upon what the goals should be for this class.

Likert table range=7

102l. The teacher's goals for this class are unclear to me.

Likert table range=7

102m. The goals the teacher has in mind for this class make sense to me.

Likert table range=7

102n. Partly as a result of the teacher's influence, I am clearer about the ways I want to achieve my goals.

Likert table range=7

102o. The teacher has not focused on the kind of goals for this class that really matter to me.

Likert table range=7

102p. The work and exercises the teacher assigns are often confusing.

Likert table range=7

102q. I do not think the teacher is helping to take this class in a worthwhile direction.

Likert table range=7

103a. The work the teacher assigns is worthwhile to me.

Likert table range=7 "1=Never True" "2=Usually Not True" "3=Sometimes True" "4=Occasionally True" "5=Often True" "6=Usually True" "7=Always True"

103b. When the teacher in this class makes suggestions, I find them helpful to me.

Likert table range=7

103c. I am frustrated by what the teacher asks me to do in this class. _

Likert table range=7

103d. The teacher for this course wastes time in class.

Likert table range=7

103e. I understand what the teacher expects from me in my work for this class.

Likert table range=7

103f. I feel that the work the teacher assigns will help me accomplish some of my own personal goals.

Likert table range=7

103g. I feel that the teacher and I disagree about what assignments are useful for this class.

Likert table range=7

103h. It seems that the teacher and I share similar attitudes and values.

Likert table range=7

103i. It seems that the teacher and I **do not** share similar opinions.

likert table range=7

103j. It seems that the teacher and I have had a similar personal background and range of experiences.

Likert table range=7

103k. It seems that the teacher and I do not enjoy similar activities and hobbies.

Likert table range=7

<p>Below is a list of statements. Using the following 7-point scale, indicate the extent to which you agree or disagree with each statement in the space provided: <p/>

- 1=Never or almost never true

- 2=Usually not true

- 3=Sometimes but infrequently true

- 4=Occasionally true

- 5=Often true

- 6=Usually true

- 7=Always or almost always true

104a. It seems that other students in this class do not hold attitudes and values similar to my own.

Likert table range=7 "1=Never True" "2=Usually Not True" "3=Sometimes True"
"4=Occasionally True" "5=Often True" "6=Usually True" "7=Always True"

104b. On the whole, it seems that other students in this class hold opinions similar to my own.

Likert table range=7

104c. In general, it seems that other students in this class have had personal backgrounds and experiences similar to my own.

Likert table range=7

104d. In general, it seems that other students in this class do not enjoy activities and hobbies similar to my own.

Likert table range=7

104e. In general, I respect the other students in this class.

Likert table range=7

104f. On the whole, I trust the other students and their decisions in this class.

Likert table range=7

104g. For the most part, I feel that other students in this class are willing to try to help me when I ask.

Likert table range=7

104h. I do not think the other students appreciate having me in this class.

Likert table range=7

104i. My relationship with the students in this class is important to me.

Likert table range=7

104j. I feel uncomfortable (or would feel uncomfortable) talking one-on- one with the other students in this class.
Likert table range=7

104k. I feel that the students in this class do not respect me.
Likert table range=7

104l. In general, I do not like the other students in this class.
Likert table range=7

104m. In general, I think the other students in this class share my own ideas about what this class should be like.
Likert table range=7

104n. In general, the other students and I agree upon what the goals should be for this class.
Likert table range=7

105a. On the whole, I feel that what the other students want to accomplish in this class is unlikely to help me.
Likert table range=7 "1=Never True" "2=Usually Not True" "3=Sometimes True"
"4=Occasionally True" "5=Often True" "6=Usually True" "7=Always True"

105b. The other students' goals for this class are unclear to me.
Likert table range=7

105c. The goals the other students seem to have in mind for this class make a lot of sense to me.
Likert table range=7

105d. Partly as a result of the influence of other students, I am clearer about the ways I want to achieve my goals.
Likert table range=7

105e. For the most part, the goals the other students seem to have in mind for this class are unimportant to me.
Likert table range=7

105f. I do not think the other students are helping to take this class in a worthwhile direction.
Likert table range=7

105g. I feel it is useful to do assignments and exercises with other students in this class.
Likert table range=7

105h. I feel confused when I try to work with the other students in this class.

Likert table range=7

105i. When other students in this class make suggestions, I find their suggestions helpful.

Likert table range=7

105j. I find it frustrating to do assignments and exercises with other students in this class.

Likert table range=7

105k. I understand what the other students in this class expect from me when I work with them.

likert table range=7

105l. In general, I think the other students waste time in this class.

Likert table range=7

105m. I feel that the work that the other students and I do together will help me accomplish some of my own, personal goals.

Likert table range=7

105n. In general, the other students and I disagree about what assignments are useful for this class.

Likert table range=7

106a. You have learned something which you consider valuable.

Likert table range=5 "1=strongly disagree" "2=disagree" "3=neither agree nor disagree" "4=Agree" "5=Strongly Agree"

106b. Instructor's explanation was clear.

Likert table range=5

106c. Course materials were well prepared and carefully explained.

Likert table range=5

106d. Students were encouraged to ask questions and were given meaningful answers.

Likert table range=5

106e. Instructor's style of presentation held your interest during class.

Likert table range=5

106f. Instructor presented the background or origin of ideas/concepts developed in class.

Likert table range=5

106g. Methods of evaluating student work were fair and appropriate.

Likert table range=5

107. How does this instructor compare with other instructors you have had at BSU?
Likert range=5 "1=Much worse" "5=Much Better"

108. Course difficulty, relative to other courses, was...
Likert range=5 "1=Very easy" "5=Very Hard"

109. What final grade do you expect to get out of this course?

- a. A
- b. B
- c. C
- d. D
- e. F

Pick One

Appendix B

Teacher Survey

1. Please enter your 5 digit course reference number

Essay

2. Age (in years)

essay rows=1 cols=2

3. Gender

A. Male

B. Female

Pick one

4a. Highest level of education

A. Bachelor's

B. Master's

C. Doctorate

D. Other

Pick one

4b. Years teaching

Essay rows=1 cols=2

5. Marital status

A. single

B. Married

C. Co-habiting

D. Divorced

E. Separated

F. Widowed

MATA

6. Ethnicity/Race

A. Caucasian

B. African American

C. Hispanic

D. Asian

E. American Indian

F. other

MATA

7. What course are you taking this survey for?

Essay rows=1 cols=50

8a. What college is your expertise located in (please select all that apply)?

- A. College of Applied Sciences and Technology
 - B. College of Architecture and Planning
 - C. College of Communication, Information, and Media
 - D. College of Fine Arts
 - E. Honors College
 - F. Miller College of Business
 - G. College of Sciences and Humanities
 - H. Teachers College
- MATA

8b. Is this a course in your field of expertise?

Yes/No

9. What is your average score on past teaching evaluations?

- A. 1.0-1.5
- B. 1.6-2.0
- C. 2.1-2.5
- D. 2.6-3.0
- E. 3.1-3.5
- F. 3.6-4.0
- G. 4.1-4.5
- H. 4.6-5.0

pick one

10. How much do you like teaching this class?

Likert range=5 "0=not at all" "4=very much"

<p><c>IMPACT MESSAGE INVENTORY-self</c></p>

<p>This inventory contains words, phrases, and statements which people use to describe how they believe OTHERS are emotionally engaged or impacted when interacting with them.</p>

<p>You are to respond to this inventory by indicating how accurately each of the items describes what YOU THINK OTHERS' TYPICAL REACTIONS TO YOU ARE during your interactions. Respond to each item in terms of how precisely it describes the feelings you think you typically arouse in others, the behaviors you think others want to direct towards you when they are around you, and/or the descriptions of you that you think come to other people's minds when you are present. Indicate how each item describes what you think others' typical reactions to you are, using the following scale:</p>

<p>1 = Not at all; 2 = Somewhat; 3 = Moderately so; 4 = Very much so</p>

<p>First, imagine a typical interaction you have with these other persons. Focus on the immediate reactions YOU THINK THEY WOULD BE EXPERIENCING IN REACTION TO YOU. Then read each of the items and COMPLETELY FILL IN THE

BUBBLE corresponding with the number that best describes how you think they would be feeling and/or would want to behave if you were, at this moment, in their presence.

There are no right or wrong answers since different people react differently to different people and you are reporting their typical reactions as you see them.</p>

1 = Not at all; 2 = Somewhat; 3 = Moderately so; 4 = Very much so

WHEN PEOPLE ARE WITH ME, THEY TYPICALLY FEEL . . .

11a. bossed around

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

11b. distant from me

likert table range=4

11c. important

likert table range=4

11d. entertained

likert table range=4

11e. like an intruder

likert table range=4

11f. in charge

likert table range=4

11g. appreciated by me

likert table range=4

11h. part of the group when I'm around

likert table range=4

11i. forced to shoulder all the responsibility

likert table range=4

11j. complimented

likert table range=4

11k. as if I'm the class clown

likert table range=4

11l. uneasy

likert table range=4

11m. dominant

likert table range=4

11n. welcome with me

likert table range=4

11o. as important to me as others in the group

likert table range=4

11p. annoyed

likert table range=4

11q. taken charge of

likert table range=4

WHEN PEOPLE ARE WITH ME, I TYPICALLY MAKE THEM FEEL THAT . . .

12a. they should make a decision

likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

12b. they want me to disagree with them sometimes

likert table range=4

12c. they could lean on me for support

likert table range=4

12d. they're going to intrude

likert table range=4

12e. they should tell me to stand up for myself

likert table range=4

12f. they can ask me to carry my share of the load

likert table range=4

12g. they could relax and I'd take charge

likert table range=4

12h. they want to stay away from me

likert table range=4

12i. they could tell me anything and I would agree

likert table range=4

12j. they should tell me I'm often quite inconsiderate

likert table range=4

12k. they should tell me not to be so nervous around them

likert table range=4

12l. they could ask me to do anything
likert table range=4

12m. they want to get away from me
likert table range=4

12n. they should do something to put me at ease
likert table range=4

12o. they want to point out my good qualities to me
likert table range=4

WHEN PEOPLE ARE WITH ME, IT TYPICALLY APPEARS TO THEM THAT...

13a. I want to be the center of attention
likert table range=4 "1=Not at all" "2=Somewhat" "3=Moderately so" "4=Very much so"

13b. I don't want to get involved with them
likert table range=4

13c. I am most comfortable withdrawing into the background when an issue arises
likert table range=4

13d. I want them to put me on a pedestal
likert table range=4

13e. I'd rather be alone
likert table range=4

13f. I think I can't do anything for myself
likert table range=4

13g. my time is theirs if they need it
likert table range=4

13h. I think its everyone for herself or himself
likert table range=4

13i. I think I will be ridiculed if I assert myself with others
likert table range=4

13j. I would accept whatever they said
likert table range=4

13k. I want to be the charming one
likert table range=4

13l. I think I'm always in control of things
likert table range=4

13m. I think I am inadequate
likert table range=4

13n. I think they have most of the answers
likert table range=4

13o. I enjoy being with people
likert table range=4

13p. I weigh situations in terms of what I can get out of them
likert table range=4

13q. I'd rather be left alone
likert table range=4

13r. I see them as superior
likert table range=4

13s. I want to be with others
likert table range=4

13t. I'm carrying a grudge
likert table range=4

13u. I'm nervous around them
likert table range=4

13v. Whatever they did would be okay with me
likert table range=4

13w. I trust them
likert table range=4

13x. I think other people find me interesting, amusing, fascinating, and witty
likert table range=4

Rate the following adjectives as they describe the general personality style of your current class on the following 4 point scale:

14a. Assured/dominant
likert table range=4 "Not at all" "Somewhat" "Moderately" "Very Much"

14b. Arrogant/calculating

likert table range=4

14c. Cold/hard-hearted

likert table range=4

14d. Aloof/introverted

likert table range=4

14e. Unassured/submissive

likert table range=4

14f. Unassuming/ingenuous

likert table range=4

14g. Warm/agreeable

likert table range=4

14h. Gregarious/extraverted

likert table range=4

How would You Describe Yourself?

Instructions: We are interested in how a series of personality measures go together. Read each statement carefully. Using the appropriate rating scale, decide which response most accurately reflects your answer and write that number on the space provided.

Please use this list of common human traits to describe yourself as accurately as possible. Describe yourself as you see yourself at the present time, not as you wish to be in the future. Describe yourself as you are generally or typically, as compared with other persons you know of the same sex and of roughly the same age, USING THE FOLLOWING RATING SCALE:

- 1 = Extremely inaccurate
- 2 = Very inaccurate
- 3 = Moderately inaccurate
- 4 = Slightly inaccurate
- 5 = ? (uncertain)
- 6 = Slightly accurate
- 7 = Moderately accurate
- 8 = Very accurate
- 9 = Extremely accurate

15a. Bashful

likert table range=9 "1=extremely inaccurate" "2=very inaccurate" "3=moderately inaccurate" "4=slightly inaccurate" "5=?(uncertain)" "6=slightly accurate" "7=moderately accurate" "8=very accurate" "9=extremely accurate"

15b. Bold
likert table range=9

15c. Careless
likert table range=9

15d. Cold
likert table range=9

15e. Complex
likert table range=9

15f. Cooperative
likert table range=9

15g. Creative
likert table range=9

15h. Deep
likert table range=9

15i. Disorganized
likert table range=9

15j. Efficient
likert table range=9

15k. Energetic
likert table range=9

15l. Envious
likert table range=9

15m. Extraverted
likert table range=9

15n. Fretful
likert table range=9

15o. Harsh
likert table range=9

15p. Imaginative
likert table range=9

15q. Inefficient

likert table range=9

15r. Intellectual

likert table range=9

15s. Jealous

likert table range=9

16a. Kind

likert table range=9 "1=extremely inaccurate" "2=very inaccurate" "3=moderately inaccurate" "4=slightly inaccurate" "5=?(uncertain)" "6=slightly accurate" "7=moderately accurate" "8=very accurate" "9=extremely accurate"

16b. Moody

likert table range=9

16c. Organized

likert table range=9

16d. Philosophical

likert table range=9

16e. Practical

likert table range=9

16f. Quiet

likert table range=9

16g. Relaxed

likert table range=9

16h. Rude

likert table range=9

16i. Shy

likert table range=9

16j. Sloppy

likert table range=9

16k. Sympathetic

likert table range=9

16l. Systematic

likert table range=9

16m. Talkative
likert table range=9

16n. Temperamental
likert table range=9

16o. Touchy
likert table range=9

16p. Uncreative
likert table range=9

16q. Unenvious
likert table range=9

16r. Unintellectual
likert table range=9

16s. Unsympathetic
likert table range=9

16t. Warm
likert table range=9

16u. Withdrawn
likert table range=9

What is Your Motivation Style?

Motivation is the force that draws you to move toward something. It can come from a desire or a curiosity within you or can be from an external force urging you on. Motivation styles vary for different situations and topics but nonetheless, you draw on them all the time, especially when you try to teach something challenging. If you can recognize your predominant motivational style, you can identify the situations that best satisfy your needs.

Take a few minutes to complete the following questionnaire assessing your preferred motivation style. For each of the groupings of three questions listed below, please endorse yes to only ONE dominate motivating force. These questions have no right or wrong answers. Your response offers insight about how you're motivated to teach.

For items 17-19 please endorse "yes" to only one

I'm proud when I...
17. Get things done
Yes/No

18. Help other people

Yes/No

19. Think things through

Yes/No

For items 20-22 please endorse "yes" to only one

I mostly think about...

20. What's next

Yes/No

21. People

Yes/No

22. Ideas

Yes/No

For items 23-25 please endorse "yes" to only one

To relax I tend to...

23. Do whatever it takes to accomplish relaxation

Yes/No

24. Hang out and talk with friends

Yes/No

25. Read or surf the web to learn new things

Yes/No

For items 26-28 please endorse "yes" to only one

I like to do things...

26. Now or on a schedule

Yes/No

27. When it works for everyone

Yes/No

28. When it feels right to me

Yes/No

For items 29-31 please endorse "yes" to only one

When online, I like to...

29. Search and retrieve

Yes/No

30. Write emails, instant message, or chat

Yes/No

31. Look around and linger

Yes/No

For items 32-34 please endorse "yes" to only one

Projects should be...

32. Finished on time

Yes/No

33. Done in groups

Yes/No

34. Meaningful

Yes/No

For items 35-37 please endorse "yes" to only one

When teaching, I liked to...

35. Convey information

Yes/No

36. Get to know my students

Yes/No

37. Explore issues

Yes/No

For items 38-40 please endorse "yes" to only one

My course schedule...

38. Keeps order

Yes/No

39. Helps coordinate people

Yes/No

40. Is a useful tool

Yes/No

For items 41-43 please endorse "yes" to only one

I like to be recognized for...

41. Being organized, neat, productive, efficient, and punctual

Yes/No

42. Noticing other people, being kind, fair, thoughtful, and considerate

Yes/No

43. Being clever and smart, making discoveries, and solving problems

Yes/No

For items 44-46 please endorse "yes" to only one

In terms of completing lessons...

44. I finish what I start

Yes/No

45. I like to enlist the help of my students

Yes/No

46. I believe that life is a journey, not a destination.

Yes/No

What is Your Teaching Style?

<p>Teaching styles refer to the way you prefer to teach students new information. Each of us teaches and processes information in our own special ways, though we share some teaching patterns, preferences and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.</p>

<p>Take a few minutes to complete the following questionnaire to assess your preferred teaching style. For each of the following groupings of three questions, please endorse yes to the ONE that best describes your teaching/processing style.</p>

For items 47-49 please endorse "yes" to only one

When attempting to get students to concentrate you...

47. Take care of visual untidiness or movement that distracts your student

Yes/No

48. Take care of distracting sounds or noises and/or do you prefer to manage the amount and the type of noise around you?

Yes/No

49. Take care of distracting activity around you and move on with the learning exercise?

Yes/No

**For items 50-52 please endorse "yes" to only one
**

When helping students visualize, do you ...

50. Present vivid, detailed pictures?

Yes/No

51. Use sounds and voices?

Yes/No

52. Present images through movement/activity?

Yes/No

**For items 53-55 please endorse "yes" to only one
**

When talking...

53. Do you dislike listening for a long time and/or do you often use words such as see, picture, and imagine?

Yes/No

54. Do you enjoy talking or listening and/or do you often use words such as say, hear, tune and think?

Yes/No

55. Do you like to gesture and use expressive movements and/or do you often use words such as feel, touch and hold?

Yes/No

**For items 56-58 please endorse "yes" to only one
**

When contacting students...

56. Do you prefer direct, face-to-face, personal meetings?

Yes/No

57. Do you prefer the telephone for intense conversations?

Yes/No

58. Do you prefer to talk while walking or participating in an activity?

Yes/No

**For items 59-61 please endorse "yes" to only one
**

When meeting a student again...

59. Do you forget names but remember faces and/or can you usually remember where you met the student?

Yes/No

60. Do you tend to remember student's names and/or can you usually remember what you talked about?

Yes/No

61. Do you tend to remember what you did together and/or can you almost feel your time together?

Yes/No

For items 62-64 please endorse "yes" to only one

When relaxing...

62. Do you prefer to watch TV, see a play, and go to a movie?

Yes/No

63. Do you prefer to listen to the radio, play music, read, and talk with a friend?

Yes/No

64. Do you prefer to play sports, knit, and build something with your hands?

Yes/No

For items 65-67 please endorse "yes" to only one

When reading...

65. Do you like descriptive scenes and/or do you pause to imagine the action?

Yes/No

66. Do you enjoy the dialogue most and/or can you "hear" the characters talk?

Yes/No

67. Do you prefer action stories and/or do not enjoy reading for pleasure?

Yes/No

For items 68-70 please endorse "yes" to only one

When spelling...

68. Do you try to see the word in your mind and/or do you imagine what it would look like on paper?

Yes/No

69. Do you use a phonetic approach to sound out the word and/or do you hear it in your thoughts or say it aloud?

Yes/No

70. Do you write down the word to find out if it feels right and/or do you run your fingers over it or type it out?

Yes/No

**For items 71-73 please endorse "yes" to only one
**

When doing something new at work...

71. Do you like to see demonstrations, diagrams, and flow charts and/or do you seek out pictures or diagrams?

Yes/No

72. Do you find verbal and written instructions helpful and/or do you like talking it over and/or do you ask a neighbor?

Yes/No

73. Do you prefer to jump right in and try it? Do you keep trying and/or do you try different ways?

Yes/No

**For items 74-76 please endorse "yes" to only one
**

When putting something together ...

74. Do you look at the picture and then, maybe, read the directions?

Yes/No

75. Do you like reading or talking with someone about it and/or do you find yourself talking aloud as you work?

Yes/No

76. Do you usually ignore the directions and figure it out as you go along?

Yes/No

**For items 77-79 please endorse "yes" to only one
**

When interpreting mood...

77. Do you primarily look at facial expressions?

Yes/No

78. Do you listen to the tone of voice?

Yes/No

79. Do you watch for body language?

Yes/No

**For items 80-82 please endorse "yes" to only one
**

When teaching people...

80. Do you prefer to show them?

Yes/No

81. Do you prefer to tell them? Write it out?

Yes/No

82. Do you demonstrate how it's done? Ask them to try it?

Yes/No

<c>Teaching Goals Inventory</c>

<p>For the course that you will have students participate in this study, respond to each item on the inventory in relation to that particular course (Your responses might be quite different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline).</p>

<p>Rate the importance of each of the fifty-two goals listed below to the specific course that you are reporting on. Assess each goal's importance to what you deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to you institutional mission. There are no "right": or "wrong": answers; only personally more or less accurate ones.</p>

<p>For each goal, select only one response on the 1-5 rating scale. You may want to read quickly through all 52 goals before rating their relative importance. In relation to the course you are focusing on, indicate whether each goal you rate is:</p>

5= Essential

4= Very important

3= Important

2= Unimportant

1= Not applicable

<i>Rate the importance of each goal to what you aim to have students accomplish in your course.</i>

83a. Develop ability to apply principles and generalizations already learned to new problems and situations.

Likert table range=5 "1=not applicable" "2=Unimportant" "3=Important" "4=Very Important" "5=Essential"

83b. Develop analytic skills.

Likert table range=5

83c. Develop problem-solving skills.

Likert table range=5

83d. Develop ability to draw reasonable inferences from observations.
Likert table range=5

83e. Develop ability to synthesize and integrate information and ideas.
Likert table range=5

83f. Develop ability to think holistically: to see the whole as well as the parts.
Likert table range=5

83g. Develop ability to think creatively.
Likert table range=5

83h. Develop ability to distinguish between fact and opinion.
Likert table range=5

83i. Improve skill at paying attention.
Likert table range=5

83j. Develop ability to concentrate.
Likert table range=5

83k. Improve memory skills.
Likert table range=5

83l. Improve listening skills.
Likert table range=5

83m. Improve speaking skills.
Likert table range=5

83n. Improve reading skills.
Likert table range=5

83o. Improve writing skills.
Likert table range=5

83p. Develop appropriate study skills, strategies, and habits.
Likert table range=5

83q. Improve mathematical skills.
Likert table range=5

83r. Learn terms and facts of this subject.
Likert table range=5

83s. Learn concepts and theories in this subject.

Likert table range=5

83t. Develop skill in using materials, tools, and/or technology central to this subject.

Likert table range=5

83u. Learn to understand perspectives and values of this subject.

Likert table range=5

83v. Prepare for transfer or graduate study.

Likert table range=5

83w. Learn techniques and methods used to gain new knowledge in this subject.

Likert table range=5

83x. Learn to evaluate methods and materials in this subject.

Likert table range=5

83y. Learn to appreciate important contributions to this subject.

Likert table range=5

84a. Develop an appreciation of the liberal arts and sciences.

Likert table range=5 "1=not applicable" "2=Unimportant" "3=Important" "4=Very Important" "5=Essential"

84b. Develop an openness to new ideas.

Likert table range=5

84c. Develop an informed concern about contemporary social issues.

Likert table range=5

84d. Develop a commitment to exercise the rights and responsibilities of citizenship.

Likert table range=5

84e. Develop a lifelong love of learning.

Likert table range=5

84f. Develop aesthetic appreciations.

Likert table range=5

84g. Develop an informed historical perspective.

Likert table range=5

84h. Develop an informed understanding of the role of science and technology.

Likert table range=5

84i. Develop an informed appreciation of other cultures.
Likert table range=5

84j. Develop capacity to make informed ethical choices.
Likert table range=5

84k. Develop ability to work productively with others.
Likert table range=5

84l. Develop management skills.
Likert table range=5

84m. Develop leadership skills.
Likert table range=5

84n. Develop a commitment to accurate work.
Likert table range=5

84o. Improve ability to follow directions, instructions, and plans.
Likert table range=5

84p. Improve ability to organize and use time effectively.
Likert table range=5

84q. Develop a commitment to personal achievement.
Likert table range=5

84r. Develop ability to perform skillfully.
Likert table range=5

84s. Cultivate a sense of responsibility for one's own behavior.
Likert table range=5

84t. Improve self-esteem/self-confidence.
Likert table range=5

84u. Develop a commitment to one's own values.
Likert table range=5

84v. Develop respect for others.
Likert table range=5

84w. Cultivate emotional health and well-being.
Likert table range=5

84x. Cultivate an active commitment to honesty.

Likert table range=5

84y. Develop capacity to think for one's self.

Likert table range=5

84z. Develop capacity to make wise decisions.

Likert table range=5

85. In general, how do you see your primary role as a teacher?

(Although more than one statement may apply, please check only one.)

A. Teaching students facts and principles of the subject matter

B. Providing a role model for the students

C. Helping students develop high-order thinking skills

D. Preparing students for jobs/careers

E. Fostering student development and personal growth

F. Helping students develop basic learning skills

Pick one

Please answer the following questions as they pertain to the class for which you are taking this survey.

86. How conducive was the lighting to the learning environment?

Likert range=5 "0=Too dark" "4=Too bright"

87. How conducive was the seating arrangement to the learning environment?

Likert range=5 "0= Very Poor" "4=Excellent"

88. How comfortable was the seating?

Likert range=5 "0=Very uncomfortable" "4=Very comfortable"

89. How clearly could you hear the instructor and/or audio aids?

Likert range=5 "1=Not at all" "4=Very clearly"

90. How visible/readable were the visual aids?

Likert range=5 "0=Not at all visible" "4=Very visible"

91. How comfortable was the temperature of the room?

Likert range=5 "0=Too cold" "4=Too hot"

Below is a list of statements. Using the following 5-point scale please rate yourself on the following 9 statements with respect to your instructional performance in this class.

1=strongly disagree

2=disagree

3=neither agree nor disagree

4=agree

5=strongly agree

92a. You have taught something which you consider valuable.
Likert table range=5 "1=strongly disagree" "2=disagree" "3=neither agree nor disagree"
"4=Agree" "5=Strongly Agree"

92b. Your explanations were clear
Likert table range=5

92c. Course materials were well prepared and carefully explained
Likert table range=5

92d. Students were encouraged to ask questions and were given meaningful answers
Likert table range=5

92e. Your style of presentation held your students' interest during class
Likert table range=5

92f. You presented the background or origin of ideas/concepts developed in class
Likert table range=5

92g. Methods of evaluating student work were fair and appropriate
Likert table range=5

93. How do you think you compare with other instructors at BSU?
Likert range=5 "1=much worse" "5=much better"

94. Course difficulty, relative to other courses, was...
Likert range=5 "1=Very easy" "5=very hard"

95. What is the estimated class size?

- A. <10
 - B. 11-50
 - C. 51-100
 - D. 101-200
 - E. 201-300
- Pick one

96. Approximately what percentage of the students attended this course regularly?

- A. 91 – 100%
- B. 76 – 90%
- C. 51 – 75%
- D. 25 – 50%
- E. < 25%

Pick one

97. When during the day does this course take place?

A. A.M.

B. P.M.

Pick one

98. About how much time did you spend with students outside of class per week?

Essay rows=1 cols=3

99. How much do you like the students in this course?

Likert range=5 "1=Not at all" "5=Very much"