

STUDENT PERCEPTIONS OF INSTRUCTOR BEHAVIOURS

(Source: *The Teaching Professor*, April 1993, p.1)

In the April 1993 issue of *The Teaching Professor*, Larry Ludewig of Kilgore College in Texas, shared the results of a study he conducted on behaviours that destroy teacher/student cooperation. The *purpose* of the study was “to discover the teacher behaviours that students believe are most detrimental to the instruction and learning process.”

To create the survey, Ludewig asked his students to identify teacher behaviours that inhibit positive instructor/student relationships. He culled a list of 76 items. He, in turn, sent out a survey of those 76 behaviours to students from a variety of disciplines (primarily Liberal Arts), asking them to identify the 10 most offensive faculty behaviours. From the 225 surveys returned, he created a top-ten list. The behaviours are listed below with the number of times the item was selected in parentheses, followed by the percentage of students who chose that particular item.

Top 10 Faculty Behaviours Students Dislike

1. Assigning work as if their class is the only one or is the most important of the courses students take (101) 45%.
2. Lecturing too fast and then failing to slow down when requested (90) 40%.
3. Making students feel inferior when they ask a question (79) 35%.
4. Not being specific on what tests and examinations will cover (77) 34%.
5. Using trick questions on an exam (76) 34%.
6. Delivering lecture material with a monotone voice (71) 32%.
7. Giving tests that do not correspond with material covered during class meetings (64) 28%.
8. Getting behind in covering what needs to be addressed during lecture or the semester, then cramming in what's left to be covered (63) 28%.
9. Assuming students already have a base knowledge for the course (59) 26%.
10. Requiring a textbook and then failing to use it (56) 25%

(taken from the University of Guelph's Teaching Support Services Publication *Collecting and Using Mid-semester Feedback*; available at <http://www.tss.uoguelph.ca/id/newfac/MidsemPckg.pdf>)

References

Lewis, K. G. (Ed.). (2001). *New directions for teaching and learning, 87 – Special Issue: Techniques and strategies for interpreting student evaluations*. San Francisco: Jossey-Bass.

Overall, J. U., & Marsh, H. W. (1979). Midterm feedback from students: Its relationship to instructional improvement and students' cognitive and affective outcomes. *Journal of Educational Psychology, 71*, 856-865.

University of California-Berkeley Office of the Vice-Provost for Teaching and Learning for *What to do with the information you gather on a midsemester evaluation* and *Sample Midterm Evaluations*:

<http://teaching.berkeley.edu/semestereval.html>

University of Guelph Teaching Support Services for *Collecting and Using Mid-semester Feedback*:

<http://www.tss.uoguelph.ca/id/newfac/MidsemPckg.pdf>

University of Virginia Teaching Resource Center for *Using Mid-semester Evaluations to Encourage Active Learning* by Carey Sargent:

http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_2007/Sargent.htm

University of Wisconsin-Madison's Writing Across the Curriculum resource site for *Mid-semester Student Comments from English 100*:

http://mendota.english.wisc.edu/~WAC/page.jsp?id=79&c_type=category&c_id=61

Weimer, M. (1990). *Improving college teaching*. San Francisco: Jossey-Bass.