

Bienvenues!

This workshop will prepare you to:

- ❖ Describe the issues of teacher-student relationships in terms of three emotional dimensions
- ❖ Apply the 3-dimensional model to analyze the impact of different choices and approaches to managing interactions with students
- ❖ Balance your approach to managing interactions with students

Take two minutes to reflect:

What is your biggest challenge managing your relationship with your student(s)?



Research on learning relationships

- 1) A good climate is conducive to learning. Emotions are 'knowledge-producing resources'

Titsworth et al, 2010 in Tormey, 2021

- 2) Managing the relationship with students is a learned skill that improves over time as teachers gain confidence

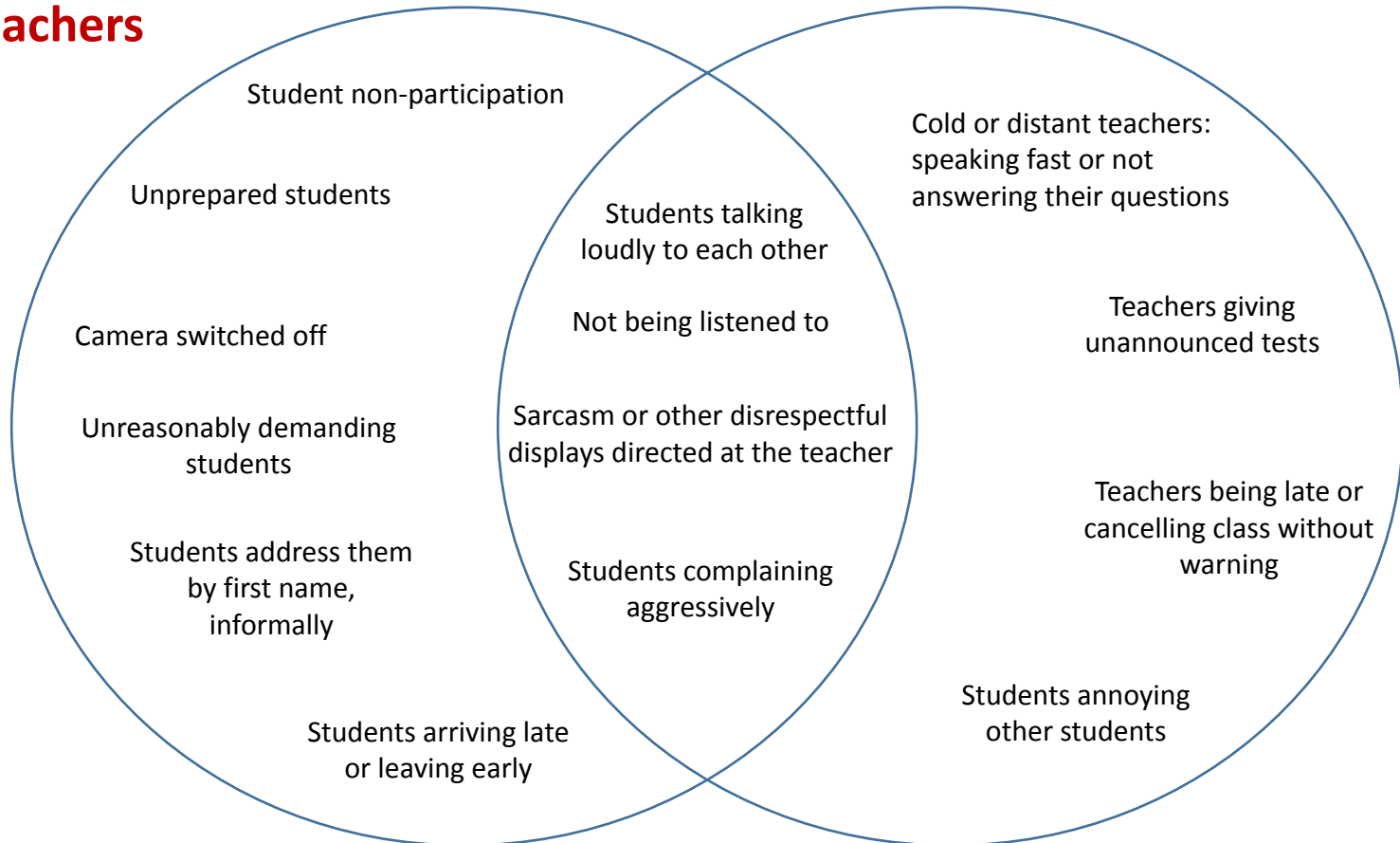
Darling-Hammond, 2002; Reupert, 2010

- 3) Teachers set the tone and drive any changes

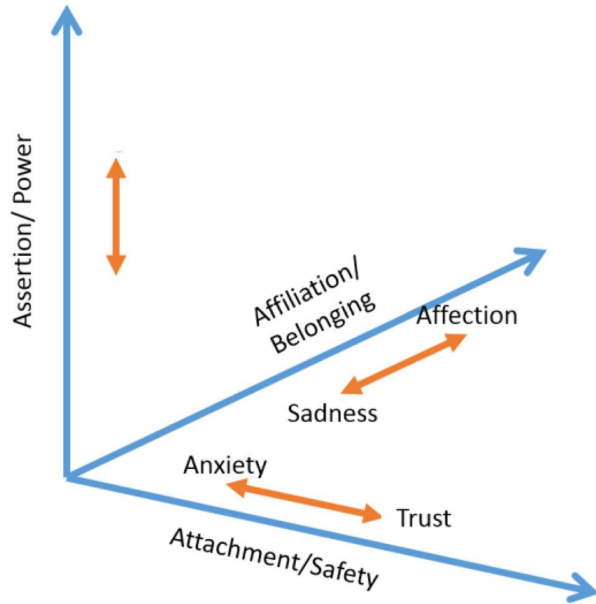
Tormey, et al, 2022

Annoyances perceived by teachers

Annoyances perceived by students



Awareness on the emotional dimensions at play helps to maintain a constructive relationship



“When students perceive that their teachers **listen** and show **immediacy** through behaviours that generate a sense of closeness, they experience the class more **positively**, feel emotionally **supported**, and can express their own emotions more authentically” (Quinlan, 2016, 104).

Kathleen Quinlan (2016) study on the role of emotions in learning in Higher Education Quinlan, K.M. (2016). How Emotion Matters in Four Key Relationships in Teaching and Learning in Higher Education. *College Teaching* 64(3): 101-111.

Individual activity: Link each problematic behavior to an axis of the student-teacher relationship: sense of closeness, sense of security or authority.

Unprepared students

Students talking loudly to each other

Cold or distant teachers: speaking fast or not answering questions

Camera switched off during meetings

Not being listened to

Teachers giving last minute work or changing deadlines

Unreasonably demanding students

Sarcasm or other disrespectful displays directed at the teacher

Teachers being late or cancelling meetings without warning

Students address teacher by first name, informally

Students complaining aggressively

Students arriving late or leaving early

Student non-participation

Students annoying other students

How do teacher behaviours influence the 3-dimensions of the student-teacher emotional relationship?

Dimension	+ Assertion -		+ Affiliation -		+ Attachment -	
Teacher behaviors	awe, admiration, respect	disrespect, disdain	warmth, care, sense of belonging	detachment, coldness	safety, trust	fear, distrust
Last-minute cancellations or changes						
Punishing students with extra work						
Refusing that students to do some remote work						
Joking with other people about an error the student made						
Telling a student to leave the lab when you are upset with them						
Speaking rapidly without pauses and not answering students' questions						
Allowing students to determine when to work remotely						
Adapting deadlines to unexpected events						
Learning students' names, hobbies, career goals						
Using subtle non-verbal cues, such as a direct gaze or physical proximity, to remind students when they are not meeting your expectations						
Speaking about an issue after a meeting with others, in a less public way						
Providing students with a document that clearly communicates behavioral expectations						

Take two minutes to reflect:

Typically, which axis is the weakest in your relationship with your students: sense of closeness, sense of security, or sense of authority?