Cultivating the Classroom
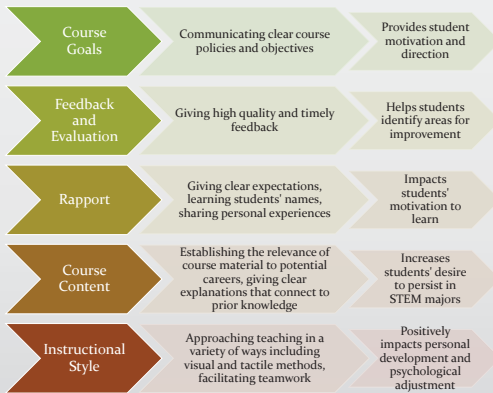## Student Perspectives of Faculty Classroom Practices

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Background

- Previous research has demonstrated that faculty's teaching practices can have a positive impact on student success
- We compiled existing research and data from focus groups held with U-M CoE academic advisors to establish a list of important teaching practices
- We developed a student survey to identify which of these practices students find most important and to ascertain whether or not faculty are utilizing them

Teaching Practices

Course Goals	Communicating clear course policies and objectives	Provides student motivation and direction
Feedback and Evaluation	Giving high quality and timely feedback	Helps students identify areas for improvement
Rapport	Giving clear expectations, learning students' names, sharing personal experiences	Impacts students' motivation to learn
Course Content	Establishing the relevance of course material to potential careers, giving clear explanations that connect to prior knowledge	Increases students' desire to persist in STEM majors
Instructional Style	Approaching teaching in a variety of ways including visual and tactile methods, facilitating teamwork	Positively impacts personal development and psychological adjustment

Methods

- Students were asked to think of one supportive and one non-supportive faculty member and indicate whether or not those faculty utilized each stated teaching practice
- The percentages on the graphs represent the percentage of students who said their supportive/non-supportive faculty member used this practice
- A supportive faculty member was defined as having a *positive impact on student success*, and a non-supportive faculty member was defined as *inhibiting student success*
- Success was defined in the survey as *supporting learning, engagement, and interest in the field*

Population

	Male	Female	Total
Quartile 1: 3.552 - 4.0	66	31	97
Quartile 2: 3.204 - 3.551	64	35	99
Quartile 3: 2.795 - 3.203	67	36	103
Quartile 4: Below 2.795	51	36	97
Total	248	138	386

Race and Ethnicity	
White	289
Asian	94
Black	10
American Indian or Alaskan Native	5
Hispanic / Latino	14

Results

Course Goals
Supportive Professor · Non-Supportive Professor
- A) stressed important points
- B) gave assignments that aligned with course goals
- C) gave exams that aligned with course goals
- D) provided good syllabus
- E) followed a clear course plan
- F) provided resources
- G) made me aware of course goals

Feedback and Evaluation
Supportive Professor · Non-Supportive Professor
- A) provided suggestions for how to prepare for exams
- B) provided good feedback
- C) graded work fairly
- D) applied clear criteria for grading
- E) talked to me if I performed poorly
- F) routinely administered exams that didn't require bumping up
- G) gave me enough information to estimate my grade by midterm
- H) prompt in returning graded work
- I) provided ample opportunities to do graded work

Rapport
Supportive Professor · Non-Supportive Professor
- A) showed enthusiasm about material
- B) had approachable and caring demeanor
- C) had an 'open door' policy
- D) talked with students before or after class
- E) encouraged students to use office hours
- F) praised students for good comments and answers
- G) knew students by name
- H) encouraged me to receive extra help

Course Content
Supportive Professor · Non-Supportive Professor
- A) explained concepts in easy to understand ways
- B) knowledgeable about material
- C) talked about ways course material applied in the real world
- D) used everyday examples to explain concepts
- E) presented information at an appropriate level of difficulty
- F) gave helpful demonstrations of principles
- G) discussed potential careers relevant to course material
- H) related course material to own research

Instructional Style
Supportive Professor · Non-Supportive Professor
- A) was engaging while lecturing
- B) taught problem solving skills
- C) had an organized lecture
- D) approached teaching in different ways
- E) provided hands-on experiences
- F) promoted student involvement
- G) encouraged questions
- H) had students work in groups
- I) asked questions of the class

Conclusions

Consistent Practices
Both groups of faculty employed
- Knowledgeable about Material
- Showed Enthusiasm about Material
- Graded Work Fairly
- Provided Good Syllabus

Game Changers
Large differences in student reported behaviors
- Explained Concepts in Easy to Understand Ways
- Engaging while Lecturing
- Provided Good Feedback on my Work
- Approached Teaching in Different Ways

Under-utilized Practices
Both groups of faculty could improve
- Provided Hands-on Experience
- Had Students Work in Groups
- Talked to me if I Performed Poorly