How Do Students' Perceptions of Instructors' Interpersonal Goals Affect Students' Classroom Experience

HONORS THESIS

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Abstract

A positive instructor-student relationship is highly important in any classroom. It determines the classroom experiences the student will have and contributes in many ways to the outcome of success the student will have. We investigated the effect of college instructors' compassionate and self-image goals for teaching and how student perceptions of these goals are relate to their classroom experiences. Students rated their best, worst, and most recent instructor and evaluated their instructors' goals and experiences in the classroom. We predicted that students reflecting on their best instructor were more likely to perceive compassionate goals than students reflecting on their worst instructor. We also predicted that students would report greater enjoyment, and more positive attitudes when rating instructors with compassionate goals compared to instructors with self-image goals. Results showed support for our hypotheses, that instructor compassionate goals predicted positive experiences (i.e. attendance, enjoyment, liking the instructor, etc.) in the classroom as opposed to instructors with self-image goals. Gaining knowledge about instructor characteristics that lead to student success is an important step to take to further research in the fields of psychology and pedagogy.

People with compassionate goals focus on connecting with and supporting others, while people with self-image goals focus on creating and maintaining a desired self-image in others (Crocker, 2008; Crocker & Canevello, in press). When people have compassionate goals, they create an environment in which people support each others' needs. Mutually supportive environments foster growth and learning. We propose to investigate how students' perceptions of instructors' interpersonal goals affect students' classroom experiences. We will address questions such as: How do students perceive the goals of their best and worst instructors? How do students interpret instructors' goals? How does this interpretation affect students' classroom experiences? Students reflected on their best, worst, or most recent instructor and then rate their perceptions of that instructor's goals and evaluate their experiences in the course. We will mainly be assessing the relationship between student attitudes about instructors and perceptions of their goals.

Canevello and Crocker (2010) examined the effect of self-image and compassionate goals in roommate relationships. They found that students with compassionate goals are more responsive to their roommates, whereas students who have self-image goals are less responsive. More importantly, they found that roommates notice a change in their partners' responsiveness, which then predicts change in roommates' relationship quality. When perceived responsiveness increases, relationship quality increases. Canevello & Crocker (2010) also found that through their compassionate and self-image goals, people tend to create their own experiences in relationships. When they are responsive to others, others then project their responsiveness, perceiving them as more responsive. Through their goals, compassionate or self-image, people also create others' relationship experiences and through responsiveness. These findings suggest that compassionate and self-image goals are contagious. Individuals that have compassionate

goals create a relationship dynamic that is responsive and creates compassionate goals in their relationship partner (Crocker & Canevello, 2012). Although the instructor-student relationship has its differences from roommate relationships, they are similar in that it is very much a relationship with relationship dynamics. Thus, one would expect that the responsiveness of the instructor would influence the relationship quality of the student.

Student perceptions of their instructors' attitudes towards them are very important. For instance, Wilson (2006) found that students' perceptions of their instructor's attitude toward them correlated positively with students' motivation and projected grades in the course. Wilson discusses how students' perceptions of instructors' attitudes are a very powerful predictor of students' motivation in the classroom. Also, more research done by Wilson & Taylor (2001), found that student motivation and evaluations of the instructor were correlated positively with measures of students' perceptions of the instructor's attitude toward them. This indicates that a positive instructor-student relationship is important, especially with regard to students' motivation in the classroom.

To the best of our knowledge, no research has investigated the effect of students' perceptions of their instructors' goals on student attitudes and experiences in the classroom. Making the connection with these two areas of goals and experiences may help to understand how students in the same classroom can have very different experiences and responses to the instructor.

We predict that students who perceive that their instructor has compassionate goals will be more engaged in the class and have a more positive attitude toward the course and instructor. There is reason to believe that instructors' compassionate goals will foster learning, motivation and engagement. People with compassionate goals are supportive and responsive (Canevello &

Crocker, 2010). Therefore, instructors with compassionate goals should be responsive to students and create a good learning environment (Canevello & Crocker, 2010). We predict that students who have instructors with compassionate goals will have more positive outcomes because they connect with the instructor. They should be more engaged in the class, more likely to approach the instructor for help, and be more willing to try hard and take risks. Ultimately, we believe that students will do better in an environment where instructors have compassionate goals.

There is also reason to believe that instructors' self-image goals will negatively affect students' experiences and learning. People with self-image goals attempt to convince others that they have a desired quality and focus on maintaining the image they want others to see (Crocker & Canevello 2008). For instance, many instructors may desire to appear competent, knowledgeable, and likable. Instructors with strong self-image goals are likely to become caught up with convincing others of their desired self-image and focus less on students' specific needs. This could interfere with students' learning and cause students to disengage from the instructor and the material.

We hypothesize that students will report that their best instructors, compared to their worst, have a more positive attitude toward students. Students' perceptions of their instructors' interpersonal goals should also influence their perceptions of instructors' attitudes toward them. Compassionate and self-image goals should be related to students' perceptions of instructors' attitudes because of responsiveness. Thus, it makes sense that students would think that instructors with compassionate goals like them because they are responsive to students. Students would not respond in the same way if they perceived their instructor as having self-image goals.

We focused on four possible instructor goals for the classroom: Two types of compassionate goals and two types of self-image goals. Instructors could have compassionate

goals to either support learning or create a positive relationship with students. Instructors could have self-image goals to either appear competent or appear likable. Students' perceptions of instructors' goals are measured with the Instructor Goal Inventory, Student Version (McGinty & Crocker, in prep). Students are asked to reflect on the goals of their instructor and respond to 66 goal statements as if they were the instructor.

The first compassionate goal we examined is a goal to support student learning. Instructors with this goal want to help create a better learning environment for students. Instructors with goals to support learning prioritize student learning in the classroom and set up their classroom in a way that facilitates learning. They pay attention to student engagement and understanding and make extra efforts to maintain positive learning habits for students. Items measuring goals to support student learning include: "support students' academic growth", "make sure that each classroom activity has a clear learning purpose", and "pay attention to whether students understand the course content." When students believed their instructors had this goal, we expected to see instructors having an internal motivation and desire to help foster students' academic growth and support students' learning habits in the course. Students in return should be more successful in the class and have more positive feelings toward the instructor. We also expect students to have more enjoyment out of the class. We expect this goal to be associated with the best student outcomes because students will feel the instructor actually cares about their academic outcomes and creates an environment that supports their learning.

The other compassionate goal that we are looking for is the goal for to establish good rapport with students. This goal primarily involves the instructors wanting to create a positive relationship. When instructors have this goal, they are concerned with creating a solid relationship with the students. For example, the instructor might make more of an effort in

wanting to know more about the student, learning their names, or simply showing interest in creating a solid relationship with the student to better help them succeed academically. Sample items measuring this goal include: "create a good relationship with students," "connect interpersonally with students", and "avoid neglecting his/her relationship with students." We expect students who rate their instructor high in this goal to have more positive feelings toward their instructor, and in return feel like their instructor likes them. This is very important in a classroom environment because students could potentially have more reason to motivate themselves and not want to let down the instructors' positive hopes for them. According to Canevello & Crocker (2011), when people are concerned and focused on supporting others' well-being, they become more responsive and thus increase others' regard and their own self-esteem. In other words, when instructors focus on supporting students, they will become more responsive and experience an increase in self-esteem and positive experience in the classroom.

Instructors could also have self-image goals for teaching. The first one is the instructors' need to appear competent to students. Instructors with this goal try to make sure that students think they're competent and able. Questions assessing student perceptions of this goal include: "appear knowledgeable," "avoid looking like he/she doesn't know the material," and "avoid being criticized by students." The instructor is likely to be more concerned with answering questions correctly and making sure the students knows he/she understands the material. They will be afraid to show any weakness to students. They may be cold to students when they ask a question, or they will refuse to stray from their lesson plans because they don't want to appear less knowledgeable. These instructors are likely not very responsive to their students. One can see how this can impact learning in the classroom when the instructor is more concerned about his/her self-image as opposed to helping the students understand the material. We expect

students' who rate an instructor high in this goal tend to have less positive feelings towards their best instructor as opposed to compassionate goals.

The final self-image goal that we will measure is instructors' need to appear likable. Instructors with self-image goals to appear likable go out of their way to make sure that students like them. Similar to the goal to appear competent, the instructor is concerned with getting students to see him/her in a certain way. In this case, instructors want students to like them. Sample items measuring this goal include: "Be seen as a person who is easy to get along with", "avoid appearing unlikable", and "get students to like him/her." Behaviors involving this goal include making a lot of jokes, getting off topic, or even going out of their way to connect with students even when it distracts them from course material. As a result, instructors may actually undermine their relationship with students because they want them to pay attention that the instructor is attempting to be nice and liked. Instead of the instructor focusing on creating a positive relationship with students, the instructor is more concerned with creating a relationship where students see the instructor as being likable. When students rate their instructor high in this goal, the instructor is likely to be projecting this self-image goal in a fashion of being concerned with his/her self-image of being liked.

We expect that students will report that their best instructors have higher goals to support learning and establish better rapport, while students will report that their worst instructors have higher goals to appear likable and to appear competent. We also expect student evaluations of their best instructor to have higher enjoyment, likability, enjoyment, attendance, etc. compared to their worst instructor.

Previous research shows that people are most likely accurate at detecting others' interpersonal goals because people are surprisingly accurate at forming impressions of others'.

Ambady and Rosenthal (1993) studied students' abilities to accurately perceive instructors' personalities and teaching effectiveness after viewing an extremely short video clip of their teaching. The results were striking. They found that students' ratings of instructors based on very brief exposure predicted end-of-course evaluations with great accuracy (Ambady & Rosenthal, 1992). This work on the accuracy of 'thin slice' judgments informs the present study well. If students are accurate in perceiving verbal and nonverbal behavior from only 6 seconds, then we can expect students' impressions of instructors' interpersonal goals to be reasonably accurate and to influence students' evaluations.

Overview of Study

This study investigated the effect of students' perceptions of instructors' goals on students' classroom experiences. Specifically, participants recalled their best, worst, or most recent instructor and rated their feelings about the class and instructor. Students also reported on their instructors' goals for teaching. We predicted that students reflecting on their best instructor were more likely to report compassionate goals than students reflecting on their worst instructor. We also predicted that students would report greater enjoyment, and more positive attitudes when rating instructors with compassionate goals compared to instructors with self-image goals.

Method

Participants

One hundred fifteen psychology undergraduate students (58 males, 56 females, 1 unidentified) at The Ohio State University participated in the study. Participant ages ranged from 18 to 42 years (M = 19.33 years, SD = 2.61). Students received partial course credit for their participation.

Manipulation

The independent variable was the type of instructor recalled (best, worst, or most recent). Participants were randomly assigned to one of three conditions and instructed to reflect on the goals of: 1) their best instructor, 2) their worst instructor, or 3) the instructor from their most recent class (Keeley, Furr, & Buskist, 2010). The point of these different conditions is to better assess how students respond to different class experiences depending on the quality of the instructor they reflect on. Students assigned to recall their most recent instructor served as the control condition and discussed the instructor they had prior to arriving to this study. Students who recalled their best or their worst instructor could recall one either from this term, or a previous term.

Design and Procedure

The survey took approximately 30 minutes to complete. Data were collected through Qualtrics. Participants were informed that there were no right or wrong answers to the questions but to give their most accurate estimation for each question.

Upon signing up for the study, participants were given specific instructions in an e-mail directing them to the survey and were given informed consent forms to read on the screen. Next, participants were instructed to be in a quiet area where they could take the survey online. Participants were randomly assigned to one of three conditions and then instructed to answer questions on the goals questionnaires. Participants then rated the goals of the instructor and rated their attitudes toward the instructor and their experience in the class. After participants completed these questionnaires, they were debriefed.

Measures

We used the Instructor Goal Inventory (Student Version) (see Appendix A) described above to measure students' perceptions of their instructors' goals (McGinty & Crocker, in prep). Students also reported on their attitudes toward the instructor and their experience in the class (see Appendix B). To assess attitudes toward the instructor, students reported their enjoyment of the class, how much they like the instructor, how much the student perceives the instructor likes them, and how much they think the instructor is funny and prepared for class. To assess student experiences in the classroom, students reported their attendance and the amount of communication with the instructor outside of class.

Results

We used univariate analysis of variance to analyze the effects of the best teacher and worst teacher condition. We conducted univariate ANOVAs to determine if student ratings of instructors differed depending on condition.

Student ratings of enjoyment of the class significantly differed by condition ($F(2,112) = 12.32, p < .001$). Students enjoyed classes taught by their best instructor more than classes taught by their worst instructor. Liking of the instructor also significantly differed by condition ($F(2,112)= 11.79, p < .001$). Not surprisingly, students liked their best instructor more than their worst instructor. Students' perceptions of their instructors' attitude toward students also significantly differed by condition ($F(2,112)= 5.44, p < .01$). Students reported their best instructors like them more than their worst instructors. Students' evaluations of instructor funniness and preparedness also differed significantly by condition ($F(2,112)= 11.71, p <.001$ and $F(2,112) = 3.66, p < .05$, respectively). Students rated their best instructors as funnier and more prepared than their worst instructors. Students' ratings of attendance in the class did not

differ by condition ($F(2,112) = 1.02$, *ns*). Also, students' communication with the instructor outside of class didn't differ based on condition ($F(2,112)= .30$, *ns*).
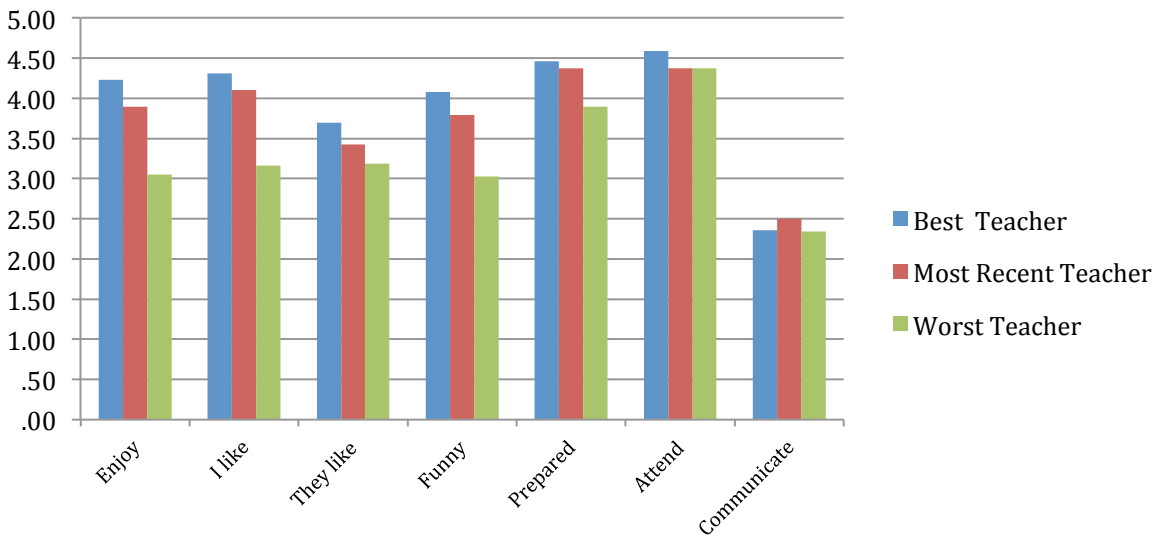

Figure 1. Student classroom experiences by recall condition

Perceptions of instructors' goals also differed by recall condition. Students' reports of instructors' goals to support learning ($F(2,22) = 16.06$, $p < .001$), establish rapport ($F(2,112)= 10.04$, $p < .001$), and appear likable ($F(2,112)= 11.81$, $p < .001$) significantly differed by condition. Students reported that their best instructor wanted to support learning in the classroom more than their worst instructor. Students also reported that their best instructors had stronger goals to establish rapport and to appear likable than their worst instructors. Students' reports of instructors' goals to appear competent only marginally differed by condition ($F(2,112)= 2.88$, $p = .06$). Students reported that their best instructors had stronger goals to appear competent than their worst instructors, but this difference isn't as large as student reports of the other instructor goals.
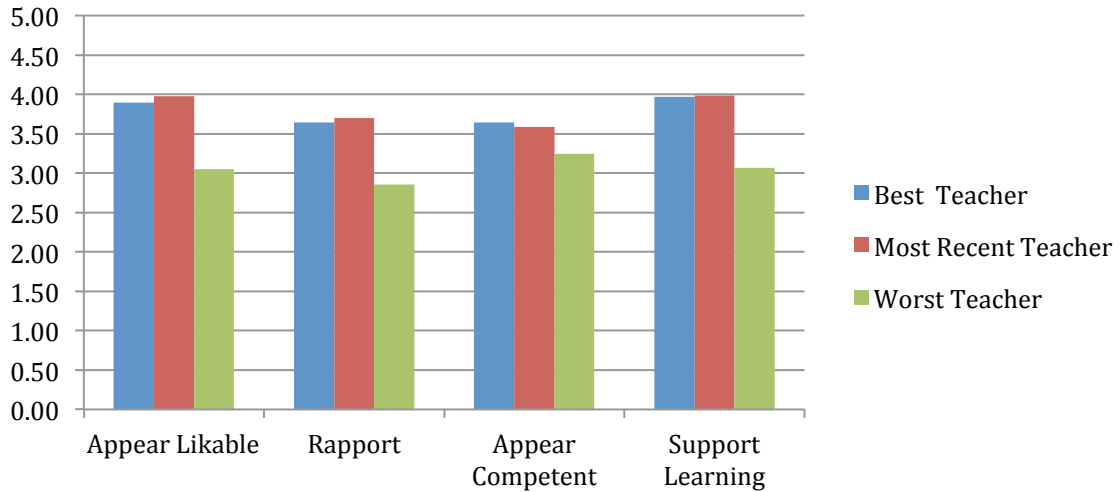
Figure 2. Perceptions of instructors' goals by condition

We found that perceptions of instructors' goals differed by condition. Next we tested to see if, regardless of the condition, students' perceptions of instructors' goals predicted student evaluations. Students' perceptions of instructors' goals were all highly correlated with each other (see Table 1). To control for the shared variance among students' perceptions of instructors' goals, we computed partial order correlations of each goal, controlling for the remaining three goals

Table 1
Zero-order correlations and descriptive statistics of student perceptions of instructors' goals

Measure	Appear Likable	Establish Rapport	Appear Competent	Support Learning	M	SD
Appear Likable	-	.68***	.63***	.76***	3.64	1.01
Establish Rapport		-	.56***	.87***	3.40	.99
Appear Competent			-	.65***	3.49	.80
Support Learning				-	3.67	.91

+ < .10, *p <.05. ** p <.01. *** p <.001

Students' perceptions of instructors' goals to support learning are significantly associated with enjoyment, liking the instructor, perceptions of instructor liking, and reports of funniness and preparedness (see Table 2). When students perceive that instructors want to support learning, they enjoy class more, like the instructor more, perceive the instructor as funny, and also believe the instructor is more prepared for class. However, perceptions of goals to support learning were not associated with attendance, communication, or perceptions of their instructor liking of students.

Table 2
Partial correlations of student perceptions of instructors' goals and classroom experiences. For each goal measure, the remaining 3 goals were controlled.

	Attend	Enjoy	Communicate	I Like	They Like	Funny	Prepared
Support Learning	-.02	.44***	-.13	.28**	-.04	.25**	.40***
Establish Rapport	.17+	-.11	.29**	.03	.16+	-.008	-.25**
Appear Likable	-.004	.151	-.05	.23*	.263**	.113	.03
Appear Competent	-.01	.04	.10	.05	-.09	.07	-.01

+ < .10, *p <.05. ** p <.01. *** p <.001.

Students' perceptions of instructors' goals to establish rapport are significantly associated with attendance, communication, and perceptions of instructors' liking for students (see Table 2). When students perceive that their instructor wants to establish rapport with the students, students attend class more, communication with the instructor outside of class occurs more often, and they perceive the instructor has a more positive attitude towards them. Perceptions of goals to establish rapport significantly predicted reports of instructor preparedness. Students reported the instructor was less prepared for class when they perceived goals to establish rapport. Results for enjoyment, liking the instructor, and believing they are funny were not significant in this instructor goal.

Students' perceptions of instructors' goals to appear likable are significantly associated with liking their instructor and perceptions of instructor liking (see Table 2). Students liked their instructor more, and they perceived their instructor as liking them when they think the instructor wants to appear likable. Results did not show significance for attendance, enjoyment, communication, funny, and preparedness.

Students' perceptions of instructors' goals to appear competent were not associated with student experiences in the classroom (see Table 2). Students did not have any significant classroom experiences in any of the categories: attendance, enjoyment, communication, liking their instructor, perceiving their instructor likes them, seeing their instructor as funny, or preparedness of the instructor.

Discussion

We found that students rated their best instructors as having higher goals to support learning, establish rapport, appear likable, and appear competent, compared to their worst instructors. Our hypotheses about compassionate goals were supported and self-image goals were not. We had expected that students would report lower self-image goals in their best instructors compared to their worst instructors. Regardless of the instructor students reflected on, we found that perceptions of instructors' goals impact student experiences in the classroom in a manner similar to our hypotheses. In general, students' perceptions of goals to support learning are associated with positive outcomes. Surprisingly, perceptions of instructor goals to appear likable are also associated with positive outcomes. Students like instructors with goals to appear likable and also think these instructors like students. Even though we expected goals to appear competent should be related to evaluations of instructor preparedness, these goals are not associated with any student experiences measured.

Instructors' feelings about students are highly important for students. When students believe their instructor has a positive attitude towards them, they achieve more (Wilson, 2006). Previous work on interpersonal goals indicates that compassionate and self-image goals create a powerful environment. Self-image goals are often adopted in order to gain approval from others and positive regard to complete the image they want for their ideal self and boosting their self-esteem (Canevello & Crocker, 2011). We hypothesized that students reflecting on their best instructor are more likely to report compassionate goals than students reflecting on their worst instructor, and that students would report greater enjoyment, and more positive attitudes when rating instructors with compassionate goals. Our hypotheses were supported, which suggests that students' perceptions of their instructors' goals for teaching do in fact impact students' classroom experiences in a meaningful way. The results suggest that students' perceptions of self-image goals are largely unrelated to their evaluations. With this information, people can understand what it takes for a student to have a better experience in the classroom, and instructors can be trained to show compassionate goals rather than self-image goals.

Interestingly, student reports of instructors' preparedness were negatively associated with perceptions of goals to establish rapport. They have other positive experiences in the classroom, yet believe the instructor is not prepared for class when he/she establishes this rapport with students. Perhaps the instructor is focusing more on having positive communication with the students in and outside of class and that he might not seem as prepared to the students.

Perceptions of instructors' goals to appear likable were also interesting. "Appear likable" is a self-image goal, and we expected this goal to be associated with negative evaluations. Possible reasoning for this may include misunderstanding of the questions. When students are asked questions regarding their instructor attempting to appear likable, they see some positive

characteristics. Perhaps instructors behave in ways that students respond positively to when they want to appear likable. Rosenberg, Nelson, & Vivekananthan (1968) found that if we know a certain trait about a person, we tend to assume that person also possesses other characteristics that are similar. For example, a generous person is often assumed to be kind as well.

Our control condition also produced some interesting findings. When students were asked to recall their most recent instructor, their responses were very similar to their responses for their best instructor. Previous studies used this control condition effectively (Keeley et al., 2010). However, we noticed that many students identified their Introduction to Psychology instructors as their most recent instructor. Introduction to Psychology instructors are usually evaluated very favorably, which could have influenced our results.

This study will be very beneficial to the fields of psychology and pedagogy. Given the far-reaching effects of compassionate and self-image goals, we believe that instructors' goals meaningfully affect students' outcomes. Results of this study could help improve pedagogy through knowledge of the effect of instructors' compassionate and self-image goals. Future work should address specific learning and motivational effects of instructors' goals, with the ultimate goal of creating a better learning environment for students.

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Appendix A
Instructor Goal Inventory (Student Version)

In general, how much does your Psych 1100 / instructor WANT or TRY to:

Item	
Get students to think he/she is a good teacher	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Make sure that each classroom activity has a clear learning purpose	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Prove that he/she is knowledgeable about the course subject	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Create a good relationship with students	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Support students' academic growth	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Give the appearance of being on top of things	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Project an image of him/herself as a caring person	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Avoid talking over students' heads	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Get students to think that he/she is fair	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Make a positive difference in students' lives	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid doing things that would impede (interfere with) learning	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Get students to recognize or acknowledge his/her expertise	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Prove that he/she is not uncaring	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Help students to apply course material to their own lives	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Connect interpersonally with students	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Understand how his/her actions affect students' learning and motivation	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Convince students that he/she is right	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Avoid making students think he/she is a bad person	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Help students appreciate the importance of the material	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Get students to think that he/she is authoritative	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Communicate information as clearly as possible	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Avoid being exposed as wrong	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Demonstrate his/her competence to students	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Try not to appear insensitive	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely
Get students to see things his/her way	1= Not at all
	2= A little
	3= Somewhat
	4= A lot
	5= Extremely

Encourage students to take responsibility for their learning	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Seem like he/she knows what he/she is doing	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Get students to think that he/she is nice	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Demonstrate that he/she is qualified to teach the class	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid neglecting his/her relationship with students	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Pay attention to whether students understand the course content	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Demonstrate his/her strengths	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid showing his/her unlikeable side	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid alienating students from the course material	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Let students know that he/she appreciates who they are	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Create a lasting appreciation for the course material	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid revealing his/her professional shortcomings or vulnerabilities	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Get students to think that he/she is kind	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid appearing boring	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid exposing gaps in his/her knowledge	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Have compassion for students' personal weaknesses	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Give helpful feedback to students, even when it's negative	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Demonstrate his/her abilities	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Avoid appearing egotistical	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid confusing students	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Prevent students from becoming bored with the course material	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid making students feel personally alienated in the classroom	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Appreciate students' individual learning styles	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Conceal his/her past failures	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Be seen as a person who is easy to get along with	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid neglecting students' individual academic/learning styles	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Appear knowledgeable	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Demonstrate that he/she is someone students can relate to	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid overwhelming students with unnecessary material	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid appearing unfair	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Demonstrate his/her competence to students	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid appearing unlikeable	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid confusing students with technical jargon	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid looking like he/she doesn't know the material	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Pay attention to students' emotional needs	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Get students to like him/her	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Seem interesting	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Focus on specific desired learning outcomes	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid being criticized by students	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid doing things that may be unresponsive to students' needs	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid getting negative teaching evaluations	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Design assessments that will appropriately test students' learning	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely
Avoid taking risks in the classroom	1= Not at all 2= A little 3= Somewhat 4= A lot 5= Extremely

Attend	Please indicate your attendance of this instructor's class.	1 = Never 2 = Occasionally 3 = 50% of the time 4 = Often 5 = Always
Enjoy	How much do (or did) you enjoy this class?	1= Not at all 2= Very little 3=Undecided 4=Somewhat 5=Extremely
Communicate	Please rate the amount of individual communication between you and the instructor (that is, communication outside of the lecture)	1= Never 2=Rarely 3=Sometimes 4=Often 5= Very Often
I Like	I like this instructor	1= Strongly Agree 2=Agree 3=Neither Agree nor Disagree 4= Disagree 5= Strongly Disagree
They Like	This instructor likes me	1= Strongly Agree 2=Agree 3=Neither Agree nor Disagree 4= Disagree 5= Strongly Disagree
Funny	This instructor is funny	1= Strongly Agree 2=Agree 3=Neither Agree nor Disagree 4= Disagree 5= Strongly Disagree
Prepared	This instructor is well prepared for class	1= Strongly Agree 2=Agree 3=Neither Agree nor Disagree 4= Disagree 5= Strongly Disagree