2016

Training the Professoraite of Tomorrow: Implementing the Needs Centered Training Model to Instruct Graduate Teaching Assistants in the use of Teacher Immediacy

Leah R. Johnson
University of Montana - Missoula

TRAINING THE PROFESSORAITE OF TOMORROW: IMPLEMENTING THE NEEDS

CENTERED TRAINING MODEL TO INSTRUCT GRADUATE TEACHING ASSISTANTS

IN THE USE OF TEACHER IMMEDIACY

By

LEAH RACHEL JOHNSON

Bachelors of Arts, University of Montana, Missoula, Montana, 2007

Professional Paper

presented in partial fulfillment of the requirements
for the degree of

Master of Arts
in Communication Studies

The University of Montana
Missoula, MT

May, 2016

Approved by:

Scott Wittenburg, Dean
The Graduate School

Dr. Betsy Bach, Chair
Department of Communication Studies

Dr. Alan Sillars
Department of Communication Studies

Dr. Frances L. O'Reilly
Department of Educational Leadership

Johnson, Leah, M.A., Spring 2016   Communication Studies

Training the Professoriate of Tomorrow: Implementing the Needs Centered Training Model to Instruct Graduate Teaching Assistants in the Use of Teacher Immediacy

Chairperson: Dr. Betsy Bach

Committee Members: Dr. Alan Sillars, Dr. Frances O'Reilly

  The effects of providing training for Graduate Teaching Assistants (GTAs) in the implementation of immediacy behaviors on the creation of a supportive classroom environment are examined in this study. GTAs and their students served as participants in the research to understand the need for this training and this information guided the trainings formation. The training was based on Beebe, Mottet and Roach's (2013) Needs Centered Training Model. The needs assessment indicated students' perceptions of teacher immediacy was higher than self-perception and GTAs did not understand the meaning or effects of teacher immediacy on a supportive classroom environment or student learning. Thus, the training focused on providing GTA's a base of knowledge to implement within their classrooms. Posttests with the students indicated an increase in both teacher immediacy behavior use and a supportive classroom environment in the majority of participants after the training. Interviews with participants indicated an appreciation for the training, awareness of the effects it had in their classroom and a desire for further training in this and other pedagogical techniques. Suggestions for future trainings and development of the trainings concludes this study.

Acknowledgements

Table of Contents

Training the Professoriate of Tomorrow: Implementing the Needs Centered Training Model to

Instruct Graduate Teaching Assistants in the use of Teacher Immediacy

Teachers strive to convey knowledge and shape the minds of their students. Naturally, the processes in which this happens have been studied and debated, to determine which are the most effective for imparting knowledge. The use of teacher immediacy is one such process that is said to enhance student learning. Immediacy has been investigated for decades and its effectiveness in enhancing student cognitive and affective learning has been proven. Wiener and Mehrabian (1968) pioneered the research on immediacy and note that it is inherently a communicative concept. Immediacy is the communication used between a speaker and a recipient, and the relationship being communicated. Teacher immediacy is the closeness an instructor communicates with his or her students through various verbal and nonverbal behaviors. Immediacy then lends itself to be studied widely by social scientists, but has an obvious link to interpersonal communication in general and student/teacher communication in particular. Suinn (2014) notes that when teaching it is important to "pay attention to your students in order to learn about them and truly understand them. Be a caring person, a welcoming person, an interested person" (p. 169). The enacting of these suggestions is done through communication. It is thus understandable that instructional communication impacts these concepts and proves their importance to an instructor.

Statement of Problem

Graduate Teaching Assistants (GTAs) often begin their teaching careers with little training on managing a classroom and interacting with students, even though this training is pivotal to their pedagogical development (Zhu, Li, Cox, London, Hahn & Ahn, 2013). The training received is typically specific to the content they will teach rather than on pedagogy and

student learning. GTAs, being generally new to the teaching profession "may feel overwhelmed…which can interfere with teaching effectiveness" and thus can benefit from additional training (Cho, Kim, Svinicki & Decker, 2011, p. 267). Specifically, GTAs need training in teaching methods and theories within their classrooms. One such theory is teacher immediacy.

Nussbaum, Comadena, and Holladay (1987) note that humor, self-disclosure and narratives are used by award winning teachers. These behaviors, used even in lecture based teaching, resonate with the students enough that teachers using immediacy are considered to be in the upper echelons of their chosen profession (Worley, Titsworth, Worley & Cornett-Devito, 2007). Further, Sallinen-Kuparinen (1992) note that "a positive effect evolves from positive interpersonal relationships" which is precisely what immediacy works to achieve (p. 163). It has also been noted that in regards to immediacy, "no other teacher communication variable has been so consistently associated with increases in both students' affective and cognitive learning in the classroom" further supporting its connection to effective teaching (Rodriguez, Plax & Kearney, 1996, p. 293). Affective learning is the second part of Bloom's taxonomy and describes behaviors and attitudes, whereas the cognitive learning domain is the abilities and skills, or what is generally considered learning (Bloom, 1956, p. 7).

Through the implementation of immediacy behaviors, teachers are able to enhance a supportive classroom environment which has been shown to improved student learning outcomes. A supportive classroom environment is noted to provide "a mutual respect attitude" (Andersen, Nussbaum, Pecchioni & Grant, 1999, p. 363). The sense of community in the classroom is found to have "value in moving students toward wanting to learn and participate" (Svinicki & McKeachie, 2014, p. 22). The immediacy behaviors teachers use, such as humor and

proxemics, have direct effect on the creation of a supportive classroom environment. Bailey (1989) notes the ease of implementing behaviors which constitute a supportive classroom.

Training teachers on the implementation of immediacy behaviors will help build and enhance a supportive classroom environment. Given that GTAs typically do not receive enough pedagogical training and teacher experience has no bearing on student perceptions of immediacy behaviors, GTAs will be the focus of this study (Gorham & Zakahi, 1990, p. 363). Thus, this study will train GTAs unfamiliar with the concepts of teacher immediacy and supportive classroom environments, and use student responses to measure the impact of the change in behaviors given that training can affect teacher's use of immediacy behaviors (Gorham & Zakahi, 1990).

Purpose of this Paper

The purpose of this paper is to examine the effects of providing training for Graduate Teaching Assistants (GTAs) in the implementation of immediacy behaviors on the creation of a supportive classroom environment. It is the intention of this project that the results of this training will encourage directors of GTA programs to institute training in pedagogy and specifically teacher immediacy. To begin, a review of the literature on teacher immediacy, its positive effects in the classroom and its connection to supportive classroom environments will provide a foundation for the research.

Chapter One: Literature Review

A deeper understanding of teacher immediacy and supportive classroom environments helps to shape this research. Initially, this study will look at the definition of immediacy and then the specific nonverbal and verbal behaviors found to enhance immediacy will be provided. Finally, information on the building of a supportive classroom environment will be discussed followed by a brief discussion of Graduate Teaching Assistants (GTAs) specific studies.

Definition of Immediacy

Immediacy is the perceived closeness between people that is achieved through language and communication. Mehrabian is credited with introducing this concept in psychology (Wiener & Mehrabian, 1968). His work is grounded in the approach-avoidance theory, pioneered by Atkinson (1957), who suggests that "people approach what they like and avoid what they don't like" (Mehrabian, 1981, p. 22). We behave and speak in certain ways to people we like, approach, and in other ways to people we dislike, avoidance. The concept of immediacy is applicable to teacher relationships with students with the understanding that teachers use a set of immediacy behaviors with students to enhance the perception of closeness, with the goal of enhancing student learning (Gorham, 1988). Researchers confirm this use noting positive correlations between immediacy behaviors and learning outcomes as "[i]t was believed that students would be motivated to move toward (approach) classes they like and unmotivated or move away from (avoid) classes they dislike" (Christophel, 1990, p. 325).

Verbal & Nonverbal Immediacy Teaching Behaviors

Immediacy behaviors can be enacted verbally or nonverbally. Researchers focus on nonverbal immediacy behaviors (Frymier, 2012); however, verbal immediacy is just as important

to student learning outcomes. Christophel (1990) notes that "the most salient teacher behaviors contributing to student learning were found to be vocal expressiveness, smiling, and a relaxed body position," which demonstrates dominance of nonverbal behaviors, however the vocal expressiveness shows regard for verbal behaviors as well (p. 325). Both verbal and nonverbal immediacy behaviors "contribute significantly to learning" and thus both should be explored (Gorham, 1988, p. 47). A discussion of the nonverbal behaviors will begin this section, followed by the verbal immediacy behaviors.

      Nonverbal Immediacy Behaviors. In understanding the approach/avoidance theory and its relationship to immediacy, nonverbal immediacy behaviors can result in an increase in approach behaviors in a student/teacher relationship. Andersen and Andersen (1982) discuss seven categories (proxemics, haptics, vocalics, kinesics, oculesics, classroom environment, and chronemics) of nonverbal immediacy and include various behaviors to engage them. Many of these behaviors have been found to be extremely effective in classroom settings and do not take much to enact, for example employing vocal variety, laughing, smiling, head nodding and maintaining eye contact with students (Richmond, Gorham & McCroskey, 1987). By using these small behaviors, students believe instructors' desire to engage with them in the learning environment.

      Proxemics is the interpersonal space between teacher and student. For example, when lecturing to a class, it is important for teachers to have open body language by keeping the front of their body to the class and positioning yourself with as few barriers between students and you. Additionally, instructors can enact closeness by being on the students' same physical plane when talking to them one-on-one (Andersen & Andersen, 1982, p. 102). Rather than standing above students at their desks while working with them, a teacher should position him or herself at the

student's level (Bach, 2014). The instructor's position relative to students communicates a level of inclusion and encouragement to try in the class. The establishment of closer physical proximity encourages approach behaviors rather than avoidance behaviors.

Physical touch is enacting *haptics*. These actions are, for example, a hand on a student's shoulder to reassure him or a handshake at introduction. Ensuring that these behaviors are within school and community norms are key (Andersen & Andersen, 1982, p. 103). *Vocalics* are simply the "nonverbal elements of the human voice" (Andersen & Andersen, 1982, p. 103). They include pitch, tempo and volume as well as laughter and utterances such as uh-huh. For example, when conducting a discussion, it is important to not only use proxemics and kinesics (discussed below), but to also engage with the student through utterances such as "huh." These tend to lead into verbal immediacy behaviors, which are described in the next section.

Kinesics is the use of a teachers' body in the classroom. This includes smiling, head nods, maintaining open body position (which correlates with proxemics), a relaxed body and gestures (Andersen & Andersen, 1982). A smile is a reciprocal immediacy behavior and is "a sign of positive affect and warmth," which is an easy way to show students caring, bringing them closer to approach and desire to learn (Andersen & Andersen, 1982, p. 105). Similarly, by nodding ones head in response to a speaker, feedback is being provided proving to the speaker they are being listened to and understood, thus instilling confidence. These behaviors may be used without much thought and feel generally more natural to an instructor (Richmond, Gorham & McCroskey, 1987).

Oculesics is simply providing effective eye contact, demonstrating "warmth and involvement" with students as well as providing "the opportunity for communication to occur," which assures the instructor is able "to respond to the many nonverbal behaviors of students"

(Andersen & Andersen, 1982, p. 107). In various studies of nonverbal immediacy, eye contact has proven to be extremely important. Andersen and Andersen (1982) note that "it is probable that immediacy cannot be successfully communicated by a teacher in the absence of eye contact" (p. 107). The Immediacy Behavior Scale lists "looks at the class while talking" as one of the items to be measured (Gorham, 1988). Students in Kramer and Peir's (1999) study consistently noted that effective teachers do not avoid eye contact with their students and frequently associated immediacy behaviors such as availability outside of class with effective teachers.

Classroom environment is the physical attributes of the classroom. Many of these coincide with practices already discussed. The set-up of a classroom is more difficult to control at the collegiate setting, however instructors can move around barriers to eliminate them as much as possible and walk about the classroom to engage in immediacy with students regardless of where they are sitting (Andersen & Andersen, 1982, p. 108). Physical barriers can hinder student learning and keep teachers from establishing immediacy with the entire classroom. Andersen and Andersen (1982) suggest "arrangements that reduce the number of students who are behind other students" and teachers using the entire classroom space rather than standing stagnant (p. 108).

The last of the seven categories Andersen and Andersen (1982) discuss is being aware of time or *chronemics*. When an instructor uses the entire class period, arrives early, allows students to use their time after class, they are communicating immediacy. A supportive classroom environment similarly stresses the importance of being available to students, suggesting "tardiness can give students the idea that promptness is not something that you care about" (Bailey, 1989, p. 18).

Additionally, research has been conducted on the effects of instructor attire in the classroom. Roach (1997) notes that students believed that instructors who appear more

extroverted had more casual dress (Gorham, Cohen & Morris, 1997). The correlation to

immediacy has not been established, however given the multitude of nonverbal ways to

communicate immediacy, dress is an item which may prove to enhance immediacy and is

considered a nonverbal artifact (Knapp & Hall, 2009). These broad categories demonstrate the

nonverbal behaviors teachers use to establish immediacy in the classroom. Supportive classroom

environments are built around many of these same behaviors as well as will be discussed more in

depth.

       Verbal Immediacy Behaviors. Research on verbal immediacy behaviors is more recent.

Outside of the classroom, there have been links made between approach and verbal immediacy,

as those who use verbal immediacy behaviors are seen "as more authoritative and as having a

more positive character" (Sanders & Wiseman, 1990, p. 343). These are characteristics which

are useful in classroom situations as well as the greater world. Research has found that teachers

showing authority with immediacy behaviors have more success than attempts to purely be in

charge (Burroughs, 2007; Pytlak & Houser, 2014; Schrodt, Witt, Myers, Turman, Barton &

Jernberg, 2008). Within the teaching realm, it has been noted that "although nonverbal behaviors

signal to the student that an instructor is open to his or her contribution, verbal behaviors may

actually ask for the contribution" which would further confirm to the student a teacher's desire to

engage with him (Menzel & Carrell, 1999, p. 38). Additionally, verbal immediacy has been

found to increase student perceived learning and willingness to talk in class, both of which result

in increased affective learning (Menzel & Carrell, 1999).

       Possibly the most common type of verbal immediacy behavior is the use of *humor*. It has

proven successful in the classroom and students consistently note it as important in a successful

teacher (Frymier, Wanzer & Wojtaszczyk, 2008; Gorham, 1988; Gorham & Christophel, 1990;

Wanzer & Frymier, 1999). Humor creates a supportive classroom and allows students to feel at ease, "reducing distance and creating closeness" (Wanzer & Frymier, 1999, p. 56). It also leads to smiling and laughter, which as noted above, are nonverbal immediacy behaviors. Interestingly, male students tend to be more effected by humor although female students still have positive responses to humor, especially when used with personal anecdotes (Gorham & Christophel, 1990). Similarly, Wanzer & Frymier (1999) found that "students indicated that they learned more from instructors perceived as high HO's" [humor oriented] (p. 57). Humor oriented teachers are characterized by frequent effective use of humor in the classroom. Based on this, humor is a verbal immediacy behavior which engages students in the classroom which may result in more effective teaching.

A simple use of verbal immediacy behavior is that of *using student names* (Frymier, 2012). Kramer and Pier (1999) found students associated instructors who knew student names with being student-centered. The use of students' names reflects caring and engages the student in the classroom directly. It also communicates a friendly style, which is what students identify as successful teacher communicator style (Myers, 2012; Norton, 1977). This not only furthers a supportive classroom environment (Bailey, 1989), but also pairs with other verbal immediacy behaviors such as "praise of students' work, actions or comments and frequency of initiating and/or willingness to become engaged in conversations with students before, after, or outside of class" (Gorham, 1988, p.47-48). The personalization of the classroom for students enhances the learning environment and encourages them to be an active participant in the learning community. Through the use of verbal immediacy "faculty can increase the likelihood of OCC [out-of-class communication]" which has been proven to increase student engagement in class (Jaasma & Koper, 1999, p. 45). Overall, the use of verbal immediacy behaviors has links with higher levels

of cognitive and affective learning. These behaviors, coupled with nonverbal immediacy

behaviors bolster a supportive classroom environment, which is further associated with effective

teaching.

Immediacy Effects on Learning Domains

Bloom's (1956) taxonomies have been widely accepted as the domains on which students

learn (Andersen & Andersen, 1982; Burroughs, 2007). Domains are the different types of

learning which occur in various courses, for example learning facts versus behaviors versus

values (Beebe, Mottet & Roach, 2013, p. 58). These domains are cognitive, affective and

behavioral, and can be understood as follows: cognitive learning places importance on the

retaining of knowledge; affective learning is the domain which focuses on the value or attitude

toward the subject matter, class and instructor; and the behavioral domain is focused on

psychomotor skills (Christophel, 1990, p. 323-324). Based on these definitions, immediacy has a

direct impact on affective learning, however connections with cognitive learning have also been

found.

Cognitive Learning & Teacher Immediacy. The initial teacher immediacy findings

were based on nonverbally enacted immediacy behaviors. Andersen (1979) suggests that there is

"a significant relationship between these teacher nonverbal immediacy behaviors and student's

affective learning, but no measurable relationship with genitive learning as measured by test

grades" (Witt, Wheeless & Allen, 2004, p. 185). For example, this initial understanding used

performance measures to understand the effect immediacy behaviors have on student learning

rather than perceptual measures. Richmond, McCroskey, Kearney, and Plax (1987) introduced a

measure of "learning loss" to understand the students perceived level of learning. This measures

the amount of learning perceived by students adjusted for their belief as to what can be learned

from a particular class. From this perspective, cognitive learning is substantially effected by

immediacy behaviors as the perceived amount of learning increases with moderate to high

immediacy (Richmond, Gorham & McCroskey, 1987).

Christophel (1990) similarly argues that immediacy alone does not predict learning.

Rather, it must be coupled with student motivation to achieve optimal results. Based on the

results of Frymier's (1994) work, Rodriguez, Plax and Kearney (1996) note that "immediate

teachers *cause* students to be motivated sufficiently to study and in turn, this motivation *causes*

students to learn" (p. 294, emphasis original). Furthering this the authors argue that nonverbal

immediacy behaviors cause affective learning, which in turn causes cognitive learning, in other

words teachers' effect one type of learning (affective) which will then heighten another type of

learning (cognitive). This later model essentially replaces student motivation to determine

learning with accessing the affective learning domain as the authors state, "affect is a means to

an end, or said differently, affect is the mediator between a number of teacher communication

variables and cognitive learning" (p. 303). These communication variables are indicative of

immediacy behaviors, thus bringing the connection between teacher immediacy and cognitive

learning together. It has also been found "that both the effect and arousal consequences of

teacher immediacy contribute to attentional focus which results in cognitive gain" (Kelley &

Gorham, 1988, p. 206). Thus, it is imperative to understand learning at more than the traditional

scales of the cognitive domain and look to the effect teaching tools have on the affective learning

domain as well.

Affective Learning & Teacher Immediacy. Research has demonstrated the benefits of

accessing the affective domain in the classroom to students. Gorham and Zakahi (1990) note that

both students and teachers found correlations between success and immediacy behaviors, stating that

> if teachers can be convinced that learning outcomes are important, a belief we
> would like to assume is already held by most teachers, and that the use of specific
> immediacy behaviors is related to those outcomes, then they should be able to
> modify their behaviors accordingly and assess the effects of doing so. (p. 365)

By using immediacy to bring the students to acceptance or liking of the course and instructor, the student is more likely to dedicate time and effort to the course, allowing themselves to achieve higher levels of cognitive learning and more success in the classroom (Johnson, 2016, p. 5). This was found in student recall of information as well, due to the relation of immediacy "to arousal, which is related to attention, which is related to memory, which is related to cognitive learning" (Kelley & Gorham, 1988, p. 201). The achievement of affective learning positively relates to student participation in class, perceived learning, and goes so far as to mediate the effect of gender on perceived learning (Menzel & Carrell, 1999). Further, the use of immediacy has been found to be cross-cultural as it does "enhance the students' perceived cognitive, affective and behavioral learning in the multicultural classroom" (Sanders & Wiseman, 1990, p. 349).

In summary, teacher immediacy behaviors, both verbal and nonverbal, have impacts on student cognitive and affective learning in the classroom. These behaviors coincide with the creation of a supportive classroom environment which is explored next.

Supportive Classroom Environments

Given the positive correlation teacher immediacy behaviors have on student learning, it is interesting to extend this research to see intersections with other teaching tools that also enhance student learning. An area in which immediacy is used effectively as a behavior technique is in creating a supportive classroom environment. Classrooms "are fostered by description, spontaneity, equality, and provisionalism" and encourage "mutual respect attitude" between students and faculty (Andersen et al., 1999, p. 363). Description is characterized by the clear explanation of classroom activities which, for example, provides the class with detailed instructions regarding an assignment. Spontaneity in the classroom can be more difficult to incorporate for an instructor, but is equally important to a supportive classroom. To achieve spontaneity, one example is changing the order of activities in class one day or adding in additional time for in-class work on an assignment. This not only benefits student learning, but keeps the students interested. Equality is a key notion of establishing a supportive classroom as it allows everyone to feel his or her voice is heard and valued. Lastly, provisionalism speaks to an instructor's ability to keep an open mind when talking to students and incorporate new ideas to the class. For example, instructors who use provisionalism when discussing "a less than wonderful conclusion…might be described as 'conclusion could have been stronger' (provisional)" (Katt & Collins, 2009, p. 4).

A supportive classroom environment enhances student learning and lends itself to a student-centered teaching environment, which encourages student participation and views the instructors "as course designers and managers of the instructional process" (Andersen et al., 1999, p. 364). Supportive classrooms have been shown to allow students to achieve higher levels of learning and are led by effective

teachers who used relevant examples during explanations, reviewed material,

asked questions to discover if students understood the material, answered student

questions appropriately, repeated things when students did not understand,

provided students with a step-by-step explanation of how to do their work,

provided time for practice, allowed time for students to think about the material,

informed students of lesson objectives and presented the lesson in a logical

manner. (Hines, Cruickshank & Kennedy, 1985, p. 170)

Though not the same, immediacy behaviors are found in the establishment of a supportive

classroom and thus are easily studied, taught and implemented together. For example, the use of

nonverbal haptics and vocalics assist in this supportive classroom environment through the

establishment of closeness and engagement. The creation of a supportive classroom is simple,

straightforward and can have many benefits.

Bailey (1989) offers fifteen simple suggestions to create supportive environments, many

of which use immediacy behaviors. Specifically, the second suggestion is to "provide nonverbal

encouragement," noting the instructor should "maintain eye contact with students. Move around

the room" (Bailey, 1989, p. 16). These are both suggestions found in the literature on nonverbal

immediacy. Additionally, positivity is mentioned as essential suggesting the instructor use voice

quality, humor, and time before class to interact with students as ways to show positivity. Again,

immediacy behaviors are seen as a way to enhance a supportive classroom. Further, "relaxed, not

dominant, friendly" instructors have been found by students to be more effective (Sallinen-

Kuparinen, 1992, p. 158). Similarly, Myers (2012) found faculty who used a friendly

communicator style were more likely to have students interact with them, which allows for

student-centered teaching and supportive classroom environment.

Teachers who create supportive classroom environments also encourage communication beyond the walls of the classroom itself. Communicating with students through email, office hours, or other means is extremely important for establishing support. Bailey (1989) suggests that faculty should speak with each student individually at least once in the semester, noting that "teacher evaluations show that this individual conference is often the element that students appreciate most" (p. 20). The use of verbal immediacy behaviors can encourage this out-of-class communication as it is "language that engages students and creates rapport" (Jaasma & Koper, 1999, p. 45). This practice allows instructors to treat students as adults (Andersen et. al, 1999), and relate to them personally (Bailey, 1989). By interacting with students on a deeper level than through course material, instructors are able to assess student learning and potential roadblocks to learning found in their personal life.

The supportive classroom environment is based on a level of caring (simply the colloquial definition of showing concern for others) which the instructor shows to their students as "students don't care how much you know until they know how much you care" (Teven & Herring, 2005, p. 243). Demonstrating caring through immediacy behaviors assists in negating unwanted student behaviors and it has been proven that students "are more willing to comply with teachers they like" (Burroughs, 2007, p. 471). To show care for students, instructors may request meetings out of the classroom, have informal conversations with students before or after class or nonverbally acknowledge student participation during class. Thus, the communication of care is a cornerstone of the supportive classroom and can be enacted through immediacy behaviors. The implementation of a supportive classroom environment is a simple way to establish a strong learning atmosphere for students.

Graduate Teaching Assistants

Graduate Teaching Assistants (GTAs) are in a unique position, as they teach and take courses as students concurrently. GTAs are employed "to instruct or help instruct undergraduate courses" and are Master's or Doctoral students (Buskist, 2000, p. 280). Prior research concerning teaching assistants in the classroom focuses on problems they may encounter while working within the classroom setting. As previously noted, Roach (1997) found that attire made an impact on student learning, misbehaviors and ratings of the instructor. Similarly, Pytlak and Houser (2014) studied GTA use of behavior alteration techniques in establishing power and credibility in the classroom where they note "that it is not only about how much the GTA knows about a subject, but also how much they show care and concern and trust toward students," showing direct correlation to the establishment of a supportive classroom environment as noted previously (p. 304). Buskist (2000) even compiled a list of common mistakes GTAs make with suggestions for correction including not starting class cold, not reinforcing student participation, not talking while turned away from class and not giving ambiguous demonstrations.

GTAs typically have less experience teaching and a narrower knowledge base (Pytlak & Houser, 2014). Given this, many universities have implemented programs to "teach the teacher" (Buskist, 2000; Pytlak & Houser, 2014; Roach, 1997). These training programs vary dependent on university and department. Buerkel-Rothfuss and Gray (1990) found that communication studies departments lead "in the proportion of departments that train but not in the breadth or scope of that training," meaning these departments more often implement programs, however they do not necessarily have the rigor necessary to cover pedagogy and classroom management techniques (p. 293). This training tends to be brief with many still offering mentoring during the semester. Although there are departments who train their GTAs, generally these new instructors

have a need for guidance in teaching practices as GTAs "may feel overwhelmed" (Cho, Kim, Svinicki & Decker, 2011, p. 267). Further, they are found to have "no formal preparation for teaching" which necessitates guidance through the teaching process (Nyquist & Wulff, 1996, p. 41). Researchers have found the use of theory to guide GTA training to be useful, however few efforts have focused on this (Zhu, Li, Cox, London, Hahn & Ahn, 2013), and none have been specific to teacher immediacy or the construction of a supportive classroom environment. Additionally, GTAs have not been overly satisfied with their training experiences, most of which are focused on course content, leading discussions and lectures, and departmental and university policies (Gray & Buerkel-Rothfuss, 1991).

Overall, it is apparent that the GTA has a unique perspective that may require focused training on teaching techniques. The research conducted on teacher immediacy has been focused on instructors with teaching experience. As graduate students, it is possible the GTAs are closer in age with undergraduate students and many are closer to their own completion of undergraduate studies, which provides them with a unique perspective on the implementation of teaching theories.

Study

The Needs Centered Training Model (NCTM) as described by Beebe, Mottet and Roach (2013) will guide this project and be detailed in the following methods section. The NCTM was used for training GTAs in immediacy behaviors. First, I conducted an initial assessment of student perceptions of instructor immediacy and supportive classroom environments. Next, I conducted a training with the GTAs to enhance their knowledge of both concepts and provided ways to adopt the concepts into their pedagogy. Finally, follow up assessments with the students assisted in understanding the effectiveness of the training.

To achieve results, both qualitative and quantitative methods of research were used. To understand students' perceptions of their GTAs, quantitative measures were administered to their students. Additionally, GTAs were asked to complete a quantitative assessment on their use of immediacy and a supportive classroom environment to establish their starting point. After the training, assessment interviews with the GTAs provided qualitative feedback on the usefulness of the training as well as their perceived success of implementation. Lastly, the quantitative assessments were re-administered to students as a post-test provided comparison data. A more comprehensive discussion of this process will follow in the methods section.

Research Questions

RQ1: What immediacy behaviors do GTAs perceive that they use?

RQ2: What immediacy behaviors do students perceive are used by their instructors?

RQ3: What impact does training in immediacy behaviors have on creating supportive classroom environments?

RQ4: Is there a relationship between student and instructor perceptions of immediacy behaviors?

Chapter 2: Methods

To achieve the most detailed information, a variety of methods were employed. In this chapter I will identify the participants, review the quantitative measures and qualitative procedures used and end with a discussion of the instruments used highlighted. In the next chapter, I provide the results from these measures. In the chapter following, I detail the Needs Centered Training Model (NCTM) and the training process.

Participants

Graduate teaching assistants. Graduate teaching assistants (GTAs) were identified as the target audience for this training. As noted previously, these instructors have limited knowledge of pedagogy and can thereby benefit from training. Participants were recruited from a mid-sized university in the Northern Rocky Mountains through the course directors in three departments: English, Psychology and Communication Studies. Course directors in Psychology and Communication Studies agreed to email and request volunteers for participation in this study.

A total of 5 participants responded to the call; two from Communication Studies and three from Psychology. The average age was 25.8 years old; two participants identified as male and the remaining three identifying as female. The three Psychology participants were in the first year of their five year joint MS/PhD program and the two Communication Studies participants in the first year of their MA program. All participants were currently teaching one course, while one participant was also a teaching assistant for a second course in the semester of this project. Only one participant noted not having ever taught at the collegiate level. Three of the five participants taught one course prior to this project and three participants noted having teaching

assistant experience prior to the current semester. The Psychology participants have received instruction through a Teaching Psychology course.

Participants were assigned pseudonyms for anonymity. As noted in the successful Institutional Review Board (IRB) application (Appendix A), participant anonymity was paramount. Participants were provided with a copy of informed consent to participate in accordance with the IRB and asked to sign prior to the beginning of this project (Appendix B). The compensation for participation was the knowledge the participants will gain during the training as well as snacks to be provided during the training. As part of the training, quantitative and qualitative methods were used as pre-test and post-test assessment measures.

Students. The students of the GTAs identified were also asked to participate in this research as an important part of the Needs Centered Training Model to provide an understanding of the needs of the GTA participants. There were approximately 200 students registered in the participants' courses based on the GTAs self reporting. Communication Studies participants reported 27 and 22 students in their courses, while Psychology participants reported larger class sizes of 58, 50 and 41 students. Further demographic data of students was not collected.

Students were notified in class by the principal researcher that the instructor of the current course is participating in research to enhance his/her teaching. They were then asked to complete two brief surveys after the beginning of the semester regarding the instructor (See Appendix D & E). At the end of the research period, they were asked to complete the same surveys, for comparison purposes. Students were made aware of the voluntary nature of participation and reassured that participation, nonparticipation, nor answers would affect their relationship with the university or their instructor. Though names were collected to ensure each students' response at the beginning of the semester was compared to their response at the end of

the semester, all data showed to participants was void of identifying information and upon

completion of the study, names were erased and original surveys shredded to ensure anonymity.

Per the suggestion of the Institutional Review Board, informed consent from students was

implied with the return of the survey. Verbiage for the introduction of surveys is detailed in

Appendix C. This statement was read prior to both pre and post assessment administration.

Procedures

Quantitative methods were primarily used in pre and post-test assessments (Appendix D

& E). Pre-test measures were distributed to students as soon as participation was confirmed,

between the third and fifth weeks of the semester, to obtain initial observations of instructor

immediacy behaviors and establishment of a supportive classroom environment. One instructor

agreed to participate later and thus the initial surveys were collected during week seven.

Instructors were administered a similar assessment on immediacy behaviors to gain

understanding of their personal perceptions of immediacy behaviors used in the classroom and

their view of the establishment of a supportive classroom environment (Appendix F). The

rationale behind this is most supportive classroom environment establishment occurs during the

first day of class (Dorn, 1987; Freidrich & Cooper, 1990; Svinicki & McKeachie, 2014;

Thompson, 2007). This was followed by a training conducted after the seventh week of

instruction and post-test assessment in the tenth week. These assessments, which were conducted

prior to the training, were used to facilitate the needs assessment process which is the base of the

Needs Centered Training Model (NCTM) and will be discussed in more detail in chapter four.

Part of the final step in the NCTM requires assessment, thus post assessments were used to

delineate if the training increased teacher immediacy and a supportive classroom environment.

The q*ualitative method* of interviews were selected due to the ability to understand the

GTA's perspective and assumptions on teaching. Moderately structured interviews (Appendix G)

were used as they allow participants to openly discuss his or her views (Tracy, 2013, p. 139). An

attempt to illicit participant's narratives was part of the interview process in an attempt to allow

GTAs an opportunity "to frame their epistemological views on pedagogy when discussing" their

narrative (Johnson, 2016, p. 11). This also allows for interviews to be responsive resulting in

more rich thick description and an understanding for GTAs views of pedagogy (Tracy, 2013).

The interviews were aimed at eliciting the effectiveness of the training, the ease of

implementation in the classroom and the immediate changes the GTAs have noticed in their

classrooms due to the training. Interviews were conducted between the tenth and elevenths week

of the semester. One Psychology participant was unable to attend an interview and responded to

the questions on the interview guide (Appendix G) via email. The four interviews conducted

lasted between 13 minutes and 24 minutes. All methods and procedures were approved by the

University's Institutional Review Board (Appendix A).

Measures Used

As previously mentioned, the pre and post assessments are integral to the needs

assessment process which is the basis for the Needs Centered Training Model that was used to

conduct the trainees' needs. According to Beebe, Mottet and Roach (2013), surveys are the most

efficient way of assessing individual needs (p. 62). In this particular situation, student

perceptions provide additional resources for understanding the base of knowledge and

implementation of immediacy behaviors and the supportive classroom environment.

Immediacy Measure. To measure instructors' immediacy behaviors, the Behavioral

Indicants of Immediacy (BII) Scale, Instructional Context, was used with slight modifications

(Appendix E). Item 27 was noted to be "worded poorly and was probably incomprehensible" and was removed (Andersen, Andersen & Jensen, 1979, p. 158). Additionally, item seven was reworded to say "appropriately touches, for example a hand on the shoulder" rather than simply "touches" as a means of explanation to students. This scale was chosen as it is noted to have "significantly predicted student affect and behavioral commitment toward the course" (Andersen, Andersen & Jensen, 1979, p. 160).

When delivered to the instructors, items read in the first person. For example, rather than stating "this instructor sits in a student desk more often than other instructors while teaching," the statement will read "I sit in a student desk more often than other instructors while teaching." Further, questions were added at the beginning of the assessment to understand instructors' prior knowledge of immediacy behaviors and their use in the classroom setting (Appendix F).

Supportive Classroom Environment Measure. To gauge an understanding of the students' perceptions of the environment created by their instructors, the Sense of Community Index II (SCI-2) was adapted (Chavis, Lee & Acosta, 2008; Appendix D). This scale was noted as "the most frequently used quantitative measure of sense of community in social science" and since a classroom can be seen as a community, this measure assisted in the understanding of a supportive classroom environment. Due to the specific nature of a classroom community, items of the SCI-2 were altered to reflect the environment. For example, "when I have a problem, I can talk about it with members of this community" was be changed to "when I have a problem, I can talk about it with classmates or my instructor." Further, various items were removed such as item ten as classroom environments do not have "symbols and expressions of membership" and item 21 since classrooms have terminal time frames and thus students cannot "expect to be a part of this community for a long time" (Chavis, Lee & Acosta, 2008). The changes were not anticipated

to be significant enough to adversely affect the reliability of the measure, which had a coefficient

alpha of .94 (Chavis, Lee & Acosta, 2008).

   Post Training Assessment Survey. Trainers need to assess the perceived effectiveness

by the trainees (Beebe, Mottet & Roach, 2013). Although in this case an understanding of the

implementation was assessed through the measures described above after the training process,

immediate feedback on my effectiveness as a trainer was also be solicited (see page 9 of

Appendix F). This allowed an understanding of my own pedagogical approach to this

environment and the cognitive learning that occurred by the trainees. The assessment included

both open and close ended questions based on Beebe, Mottet & Roach's (2013) suggested

Training Program Evaluation Form (p. 263-264) and essay style exam questions (p. 268).

Chapter 3: Results

The pre-test results of the measures identified in Chapter Two are discussed in this chapter. Chapter Four will detail the training and conclude with the results of the post training assessment, post-test scales and participant interviews.

Behavioral Indicants of Immediacy Scale (BII)

As detailed in Chapter Two, this scale was administered to participants in a modified format, as well as to the students of participants. In an effort to interpret the outcomes, the focus of this section is on the overall score participants received. The high score for the Behavioral Indicants of Immediacy Scale (BII) is 97 (Andersen, Andersen & Jensen, 1979). Scores were made into a percentage of the total to allow for comparison. Results of both are discussed herein.

Participants. The participants BII scale (Appendix E) was preceded by questions to assess their base knowledge of teacher immediacy and supportive classroom environments. None of the participants indicated having prior training in teacher immediacy behaviors, but all agreed with the idea that the use of immediacy behaviors and a supportive classroom environment have a positive correlation to student learning. Four out of five participants correctly identified behaviors which have been identified as teacher immediacy behaviors (voice fluctuations, touch, dress and classroom setup). All defined teacher immediacy to some degree of accuracy, however the lack of understanding guided the training development toward beginning with basic information on the concepts.

The results of the BII itself, were varied. The instructors, as noted previously, took a modified version of the BII to account for them being self reflexive. The high value was 67.01% and the low value was 54.64%. Two participants had a percentage of 56.7%. The lower self

ratings were a surprise, especially once compared to the student perceptions as for four of the five participants, there was a large disparity between responses. These results indicated a need not only for clarifying what constitutes immediacy behaviors, but also the instillation of confidence in the participants to implement the behaviors in their teaching. This became a focus within the training as well.

Students. Student responses indicated that their instructors used immediacy behaviors, however no instructor rated above a 74% on the Behavioral Indicants of Immediacy Scale (BII). The high value was 73.88% and low value was 61.4%. This indicates the students believe their instructors use immediacy behaviors in their teaching slightly more than other instructors. In designing the training, this information was useful to combat negative self-perceptions participants may hold regarding their use of immediacy behaviors in the classroom. Further, the ratings showed room for improvement which indicated the need for a training to occur.

Perhaps most interesting from this initial data collection is the disparity between student perception and instructor perception as to the use of immediacy behaviors employed. The largest disparity between student and instructor perceptions of immediacy use was over 20% and the smallest was approximately 3%. Interestingly, Evelyn (only pseudonyms are used), who had the largest disparity between her self-rating (58.76%) and the student rating (73.88%), also had the highest student rating. Summer had the smallest disparity with a self-rating of 67.01% and student rating of 69.33%. Julie's student rating was the lowest (61.4%), however she was in the middle of the five GTA self-ratings (56.7%). The male participants also experienced a larger disparity, with Morgan rating himself at 56.7% and his students rating him at 67.99%, and Seth at a 54.64% self-rating and 68.24% from his students. These disparities are shown in Table 1. This information was shared in brief with the participants at the training to encourage them and

ensure they understood the implementation of immediacy behaviors in the classroom

environment was not difficult. Student ratings might be higher than the self ratings due to GTAs

not wanting to seem over confident or students not wanting to portray their instructor poorly.
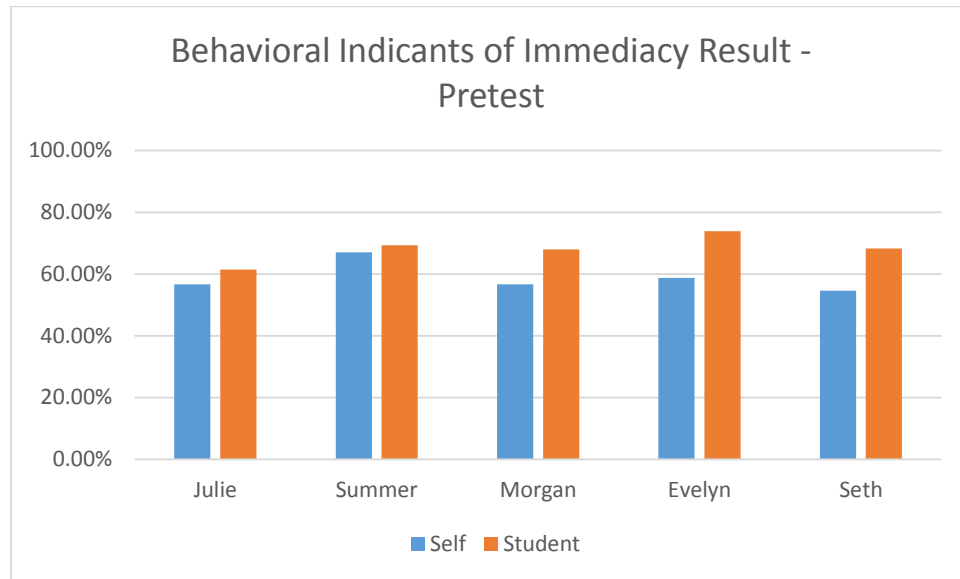
Table 1: Behavioral Indicants of Immediacy Scale Result Comparison

Sense of Community Index II

Students were also given the modified Sense of Community Index II (Chavis, Lee,

Acosta, 2008) discussed in chapter two. This information was gathered to provide insight into the

supportive environment students felt in this particular classroom. The first question was more

general to gauge students' feelings toward the importance of a community atmosphere in the

classroom. A Likert-type scale was used with 1 being "prefer not to be a part of this community"

and 6 being "very important" when asked "How important is it to you to feel a sense of

community with other class members?" The average response was 4.04 or "somewhat

important." Results can be seen in Table 2.
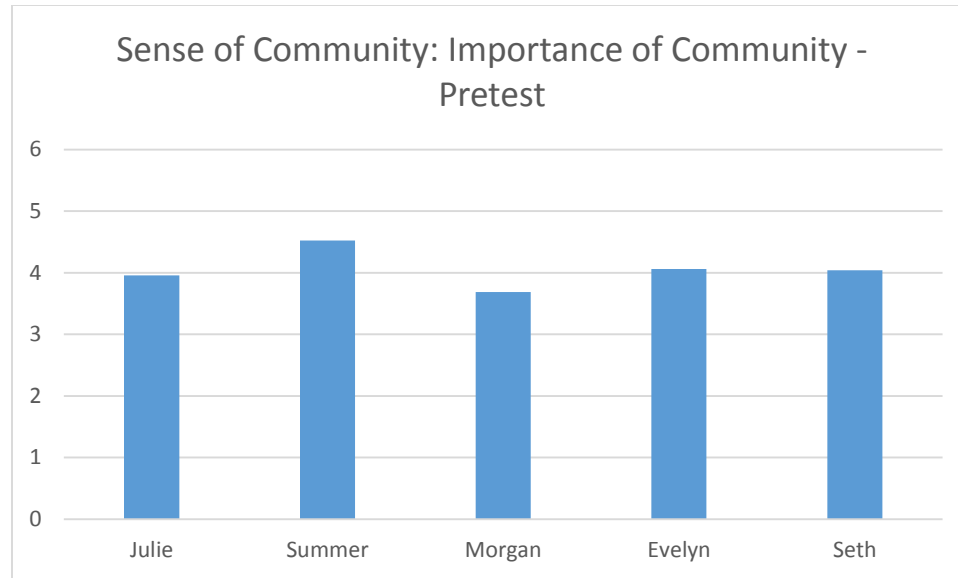
Table 2: Sense of Community Index II Response to Question 1

Though students indicated a sense of community was somewhat important to them in the initial question, they were not experiencing that in their class as demonstrated through their responses to the eleven specific questions on the community atmosphere in the particular class in which the survey was being taken. The average response from students boarded on somewhat feeling to not at all feeling a sense of community. These questions were based on responses marked as "not at all," "somewhat," "mostly," or "completely" and each category was assigned a numerical value (1 thru 4 respectively) for analysis. The average response to all questions between all five participants' students was 1.96 indicating below "somewhat" agreement with the class feeling like a community. Specific answer averages by instructor are found in Table 3 with the average referenced shown in the cluster furthest to the right.
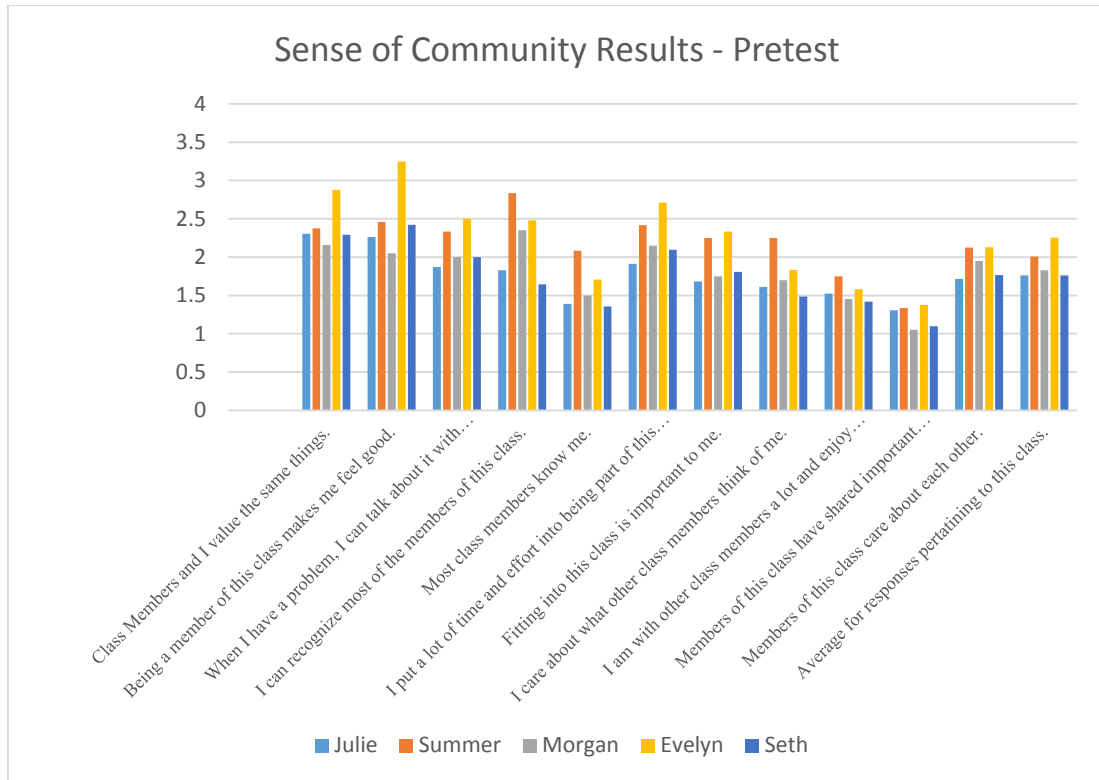
Table 3: Sense of Community Index II Results – Questions Specific to Class

These data were used to proceed with structuring the training in that an emphasis was placed on the connections between the use of teacher immediacy behaviors and the establishment of a supportive classroom environment (SCE). Given that much of an SCE is established on the first day, the emphasis in the training was put on making this a priority in future semesters and to work on the use of immediacy behaviors during the current semester in an attempt to increase the sense of community in the current semester.

Chapter 4: The Training Process

To guide the training process, Beebe, Mottet and Roach (2013) developed the Needs

Centered Training Model (NCTM) as a process to successful training (Figure 1). This process,

combined with the qualitative and quantitative measures discussed in chapter two and three,

provide the framework for this study. What follows is a detailed discussion of the NCTM with

descriptions of each step. The eight steps surrounding the initial needs assessment are as follows:

1) analyze the training task, 2) develop training objectives, 3) organize training content, 4)

determine training methods, 5) select training resources, 6) complete training plan, 7) deliver

training, and 8) assess the training process. This is shown in Figure 1 below.
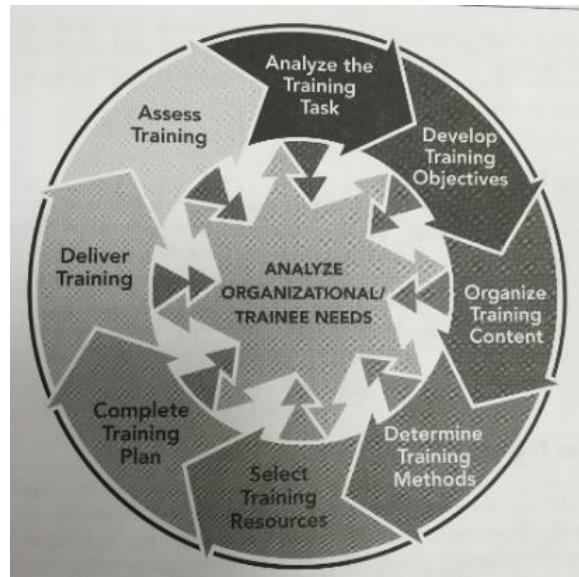
Figure 1: The Needs Centered Training Model. (Beebe, Mottet, & Roach, 2013, p. 19).

The NCTM centers on the organization and trainee needs (Beebe, Mottet & Roach,

2013). For the purposes of this study, that is the classroom and GTA participants. To conduct the

needs assessment, a combination of prior research on GTAs (as noted in the literature review)

and a quantitative assessment to both students and GTAs were used. This allowed for

identification of instructors' current use of immediacy behaviors and students' perceptions of the

effectiveness of these behaviors. As noted in the literature review, GTAs are in need of more

pedagogical training (Buskist, 2000; Nyquist & Wulff, 1996; Pytlak & Houser, 2014; Roach,

1997) and thus the training will focus on teacher immediacy behaviors and their impact on a

supportive classroom environment as two theories for teaching (Zhu et al., 2013). The results of

the quantitative assessments as discussed in chapter three, provided an understanding of what

aspects need trained and useful examples to demonstrate concepts to the participants within the

training.

With all of this information gathered, the needs were determined to be: 1) general

understanding of the concepts of teacher immediacy and supportive classroom environments, 2)

encouragement to enact immediacy behaviors in an effort to establish a supportive classroom

environment, and 3) providing resources allowing participants to understand the simplicity of

implementation of behaviors in their classroom.

Step 1: Analyze the Training Task. The first step after identifying needs is to conduct a

task analysis. This "provides a comprehensive outline of what you would teach if you had

unlimited time" (Beebe, Mottet, & Roach, 2013, p. 19). The literature review provided above

guided this process. Based on this research, we know the positive effects of teachers who use

immediacy behaviors in the classroom on their students' cognitive and affective learning

(Andersen, 1979; Gorham & Zakahi, 1990; Kelley & Gorham, 1988; Rodriguez et al., 1996).

Further it has been shown that the establishment of supportive classroom environments enhances

this learning (Andersen et al., 1999; Bailey, 1989). The outline, or task analysis, to teach the

implementation of immediacy behaviors (Appendix H) began with this context.

After administering the initial surveys to students and instructors as the needs assessment, it was understood that immediacy behaviors were being used, however there was not a concrete understanding of what constitutes immediacy behaviors or why they are beneficial. Additionally, due to the discrepancy between student and instructor perceptions of immediacy behaviors used by the instructor, time dedicated to detail what immediacy behaviors were and ways to engage them more in the classroom environment during the training. These pieces became the focus of the training. The Sense of Community Index II illumination of the low community feeling in the participants' classrooms demonstrated the need for time during the training to focus on how immediacy behaviors influence and assist with strengthening a supportive classroom environment.

Outlining this training was straightforward as participants needed to gain an understanding of what teacher immediacy and supportive classroom environments are, as well as how to implement those in their teaching. Beebe, Mottet and Roach (2013) express the necessity of the outline to express "the behaviors and knowledge that are needed to perform the desired behavior" (p. 71). In this instance, this was accomplished in that significant time would be spent on defining and providing examples of the behaviors to assist with participant understanding. Addition of resources to achieve these were chosen in step five. Though this outline was not extremely detailed, it provided a basic roadmap to crafting this training.

To create the task analysis, Beebe, Mottet and Roach (2013) suggest three steps, which were followed for this project. First is to "become knowledgeable about the skill or behaviors you are teaching" (p. 71). This was accomplished through the preparation of the review of literature above. Step two is to "identify the sequence of major behaviors needed to perform a skill," which in this instance was the behaviors associated with immediacy and supportive

classroom environments (p. 72). In teaching, there is not a cookie-cutter approach and much

depends on the students in the class, so although major behaviors were identified, a specific

sequence was not encouraged. Lastly, Beebe, Mottet and Roach encourage the trainer to "add

detail to each of the major steps to provide a comprehensive description of how to perform the

skill" (p. 73). In this task analysis (Appendix H), this was accomplished through the examples of

behaviors. These steps and the sample outlines the authors provide are indicative of a training on

one specific behavior. Since this training was created to introduce concepts with goals of

changes implemented long term, the task analysis was brief in comparison to those suggested

and read less of a step by step on doing a behavior. It rather was framed from the trainer's

personal process of engaging in immediacy behaviors and establishing a supportive classroom

environment.

       Step 2: Develop Training Objectives. After completion of the task analysis, training

objectives were written. Training objectives provide a method of describing the learning

outcomes trainees will have at the end of the training. These guided the choices of what was

taught, ensuring the objectives are specific, measurable, attainable and observable. In being

specific, they identify what exactly trainees will be able to do after the training. Measurable

objectives "assess how accurately or effectively the behavior was performed" (Beebe, Mottet &

Roach, 2013, p. 85). Attainable objectives ensure that trainees can successfully complete the

objective in the timeframe provided by the training session. Lastly, by the objectives being

observable they will "state the desired behavior in a way that someone could verify whether that

behavior occurred or did not occur" (Beebe, Mottet & Roach, 2013, p. 85). These are important

to creating a strong training content. The following objectives were created based on the needs

analysis and initial review of pre-test measures.

Behavioral objectives.

BO1: Participants will perform a minimum of 3 nonverbal and 2 verbal immediacy behaviors through sample scenarios provided.

BO2: At the end of the training, participants will be able to articulate a minimum of two ways in which the use of teacher immediacy behaviors enhances the creation of a supportive classroom environment through discussion with the training group.

BO3: Participants will summarize 3 ways in which they will promote a supportive classroom environment on the end-of-training assessment.

Step 3: Organize Training Content. Once the behavioral objectives were clearly defined, the content of the training was established. This process began with comparing the outline from the task analysis with the behavioral objectives. During this process, content was ensured to be relevant to the objectives, credible, able to fit in the prescribed time, a match for the cultural environment, ready for application, and appropriate for the trainees (Beebe, Mottet & Roach, 2013). To ensure these criteria are met, the training material was evaluated based on the evaluation Beebe, Mottet and Roach (2013) suggest (Figure 2). All material rated a four or five on this scale as indicated. Material was selected from the literature review with examples from personal experience and other GTA's experiences which has been shared with me. It was important to ensure material was congruent with the way participants are used to learning. Knowing the participants were all pursuing advanced degrees allowed the use of research articles to disseminate information as working with these types of materials was not foreign to them. Information was synthesized to account for time. A training outline was completed to organize

the material (Appendix I). Though it was a simple outline, the detail came from the literature

review.

In determining the order for the material to be presented, a *chronological order* was

chosen which encourages teaching the simplest concepts first and identify the problem then the

solution. Beebe, Mottet and Roach (2013) suggest these three principals to constructing strong

curriculum. Teaching tasks in *sequential order* assists learners in comprehension. If the task

completion does not need to be completed in a certain order, it is helpful for trainees to be

presented with the simplest task first. For this training, teacher immediacy was selected to be the

initial topic as the needs assessment results showed there was some understanding of this concept

and the behaviors were already being used. Lastly, especially for adult learners, identifying the

problem and then giving solutions is helpful. Basic definitions of each concept were offered first

in this training, followed by the specific behaviors used and then reinforced with personal

examples.

To what degree:	Low				High
Is this material relevant to your training purpose?	1	2	3	4	**5**
Is this material relevant to your trainees' job?	1	2	3	4	**5**
Is this material from a credible source?	1	2	3	**4**	5
Is this material supported by research?	1	2	3	4	**5**
Is this material useful to trainees?	1	2	3	4	**5**
Is this material understandable to your audience?	1	2	3	**4**	5
Is this material in a ready-to-use form?	1	2	3	**4**	5
Is the material relevant to the training objectives?	1	2	3	4	**5**
Is the material relevant to the needs of the trainees?	1	2	3	4	**5**

Figure 2 Evaluating Training Materials. (Beebe, Mottet, & Roach, 2013, p. 114).

Step 4: Determine Training Methods. Using the outline formed in development of the training content, methods for delivering the content were then identified. In this stage it was important to remember the demographics of the trainees. The participants were adult learners which requires the use of more experiential learning as the learners come with experience and knowledge of their deficiencies (Beebe, Mottet & Roach, 2013; Knowles, 1990; Wlodkowski, 1999). Andragogical learners (or adult learners) have unique needs in their learning which Beebe, Mottet and Roach provide five assumptions to best explain how they learn (p. 33). These were used to determine methods and approach to this training.

1. "Adult learners need to know why they are learning something." To be sensitive to this, the behavioral objectives were clearly stated at the outset of the training. Additionally, trainees were voluntary participants, thus indicating their knowledge of a need for this training. Further, all five trainees noted on their pre assessments their knowledge of immediacy, but not the application to the classroom.

2. "Adult learners bring years of experience to the classroom." This notion proved to be a guiding force in determining methods as using the trainees' experiences as well as the trainer's experience was necessary for activities.

3. "Adults tend to be self-motivated." Understanding the trainees' intrinsic motivation to learn allowed for the focus of the training to be on delivering information and ensuring comprehension. In this training, the hope was that all participants would have higher scores on the immediacy measures by students at the end of the research, however the motivation for participation and learning was from the participants themselves in wanting to enhance their pedagogical knowledge.

4. "Adults know their own deficiencies, and they know what they need to learn to become

    successful." Due to the voluntary nature of this training, this assumption was proved true. All

    participants understood they had a need to enhance their knowledge base on classroom

    management and thus chose to participate in the study.

5. "Adults are problem-centered learners." This guided the training methods as the training was

    centered on a common problem GTAs face in the classroom: difficult or disengaged students.

     Training methods selected included lecture, discussion and activity to ensure that visual,

kinesthetic and auditory learning styles are accessed. Brief lectures on each topic (immediacy

and supportive classroom environments) would set the base understanding and provide the

necessary definitions for trainees to apply the concepts. The brevity of lectures was intentional to

ensure audience attention was maintained. Real life examples were used to enhance lectures and

participants were asked to provide their own examples as well in an effort to engage participants

further. Following lecturettes, participants were presented with situations which reinforced the

concepts and provided an opportunity for new knowledge to be implemented in practice. These

situations allow the participants to "learn ideas better" as they are given an example (Craig,

1987, p. 275). Further, the scenarios were devised to allow for small group discussions, which

led into large group discussion. Due to the small participant size and limited time, role play of

the scenarios was not used, however construction of the activity was based off simultaneous role

playing where pairs enact the situations at the same time to allow them to engage more directly

with one another (Beebe, Mottet & Roach, 2013). The large group discussions which followed

the small group situations were fashioned to be facilitated by the trainer and allow the adult

learners to provide scenarios they have experienced or ask questions, ensuring they felt included

in the learning process. Trigger questions were used to open the discussion and followed with a

threaded discussion (Beebe, Mottet & Roach, 2013) and were noted in the instructor guide (Appendix J).

        Step 5: Selecting Training Resources. Once the training outline was complete with topics and methods, resources were identified. For this particular training, resources included articles from the literature review, video clips, discussion questions and PowerPoint slides (found in Participant Guide, p. 118-124). Sample scenarios provided the basis for small group situations, which allow for the participants to interact with the material as previously discussed.

        To narrow down the literature reviewed in Chapter Two, I began by identifying the resources that matched the broader concepts to be discussed. For the definition of immediacy, Mehrabian (1981) and Christophel (1990) were used. In discussing the specific behaviors, Andersen and Andersen's (1982) seven categories of nonverbal immediacy were identified while verbal immediacy behaviors discussed were humor and using student names. Specific authors were not identified within the training, however Norton (1977) and Wanzer and Frymier (1999) among others were listed in the references in the Participant Guide (Appendix K, pages 11-16). To structure the connection to student learning, Richmond et al. (1987) was used in the conversation about cognitive learning and affective learning was taken from Gorham and Zakahi (1990). In moving to supportive classroom environments, Bailey (1989) was the initial resource consulted. Additional information was taken from Andersen et al. (1999) and McKinney (1988) in addition to my experiences. Lastly, to bring it together in the final section of the training, tips and tricks to implementation were adopted from Bach (2014).

        A humorous video clip was placed at the beginning of the training to ground the concepts, provide a reference for the rest of the training, and allow participants to relax. The use of humor was intentional as this is a verbal immediacy behavior which the trainer is not

extremely successful at and through the use of the video to demonstrate verbal immediacy, participants were also made aware of the use of videos to accomplish some immediacy behaviors. As with all immediacy behaviors, this was used to get the participants to approach, rather than avoid the training, and to "like" the trainer (Beebe, Mottet & Roach, 2013, p. 143).

Discussion questions were used in a large group format as there were only to be five trainees (four were in actual attendance). Questions included "can you tell us a time you used a technique to create a supportive classroom environment?" and "how did the attempts work for you?" They were listed in the instructor guide (Appendix J, p. 93). These questions focused on the role play situations to guide participants in analyzing their responses and how to incorporate more of the lecture material as appropriate. This also allowed for group suggestions and sharing of experiences. PowerPoint was selected as the manner in which to present material as it is familiar to participants and allows the trainer to display key information. Additionally, the notes feature allowed the instructor guide to be placed within the slides, which provided a streamlined organizational tool (Appendix J, p. 93) While assembling the PowerPoint the material as paired with features such as a *set induction* to prepare the trainees (Appendix J, p. 94), an *advanced organizer* (Appendix J, p. 95) and some graphics to break the monotony of just words on a slide (Appendix J, p. 100). The set induction was brief, however it situated the participants in understanding the discussion coming was focused on helping them be more effective teachers through communication. As an advanced organizer, a "plan of attack" was detailed for participants immediately after the set induction (Darling, 1990). Additionally, slides were kept concise and in a neutral color scheme to ensure their readability (Beebe, Mottet & Roach, 2013, p. 187). These aids were chosen as they promote interest in the topic, clarify the material, demonstrate key concepts and enhance retention (Beebe, Mottet & Roach, 2013, p. 175-176).

However, as with any presentation, it was of utmost importance to be prepared to work without materials in case of any potential problems arising. Part of this was distributing a hard copy of the PowerPoint slides for the lecture as well as the discussion questions in the participant guide (Appendix F) which allowed the trainees to follow the training program and have a tangible resource after the training. If technology issues were encountered, the printed version could act as the common piece for all trainees to follow. The other technological problem which could have been encountered was with the video clip, which is why a video clip from a popular movie was selected. This proved to be an actuality on the day of the training, which will be discussed in step seven. For this training, the resources necessary were not difficult to obtain and allowed training content to be accessible to trainees across learning domains.

Step 6: Complete Training Plans. This step combined information from the previous steps to complete a lesson plan. The plan detailed the training objectives, methods and resources. A *multicolumn training plan* was used due to its emphasis on structure and specificity for each column (Appendix L, p.134). The four columns were time, content, method and materials. Time identified the precise time that an activity will begin and end, including breaks, and ensured the amount of content was not excessive for the predetermined training length. Content was derived from the training content in step four and method from the predetermined training methods outlined in step five. The plan was then translated into the Participant's Guide mentioned in step five to create additional materials for the participants (Appendix K, p. 115).

For this training, it was important have strong time management as the training time was limited to two hours. Due to participants being graduate students, it was imperative to be respectful of their time and ensure the training did not extend past the prescribed time. By having the multicolumn plan, it was simple to understand the necessity of cutting some of the material to

ensure there would be time for the activities and group discussion. There was also a break built

in to allow participants an opportunity to use the restroom or relax. Additionally, by breaking

down the training in this manner, it was easy to pair the resources necessary with the training

component. This allows the trainer to clearly see what is necessary to have for a successful

training. This process confirmed the need for PowerPoint (Appendix I) throughout the training

and the importance of referring to the Participant Guide (Appendix K) throughout the training.

   Step 7: Deliver Training. After the preparation, the training was delivered. To ensure

the training would be convenient for all participants, the most commonly requested time was

used and the training was held at the university on the weekend, after the seventh week of

instruction. One participant, was unable to attend due to illness, however she met with the trainer

individually at a later date. Her specific experience is discussed after the large group training is

recounted.

   Group training. As the training was being set up with muffins and juice, participant

guides and pens for the participants, the technology issue mentioned above was encountered. The

embedded YouTube video from *Farris Buller's Day Off* would not play. This clip was chosen

for its humor, but also for the relatability to the audience and thus did not hinder its effectiveness

in demonstrating verbal immediacy. When it was unable to be shown, the participants all agreed

they had seen the movie and knew the clip attempting to be played. This allowed the impact of

the clip to still be present and used as an example through the training, even without actually

viewing it together. Though this was a frustrating way to begin the training, the training needed

to begin and started five minutes late. This delay cut into time for a break and though a break

could have still been taken, it was determined by participants to not be necessary as they were

extremely engaged, talkative and inquisitive. This made for a very lively training with much

benefit to the trainees and the trainer. After introducing the clip, the behavioral objectives were reviewed with participants to allow the adult learners to know what they should expect to leave the training knowing (Appendix J, p. 97).

In following the training outline (Appendix I), the first topic discussed was teacher immediacy. In this, the lecturette focused on bridging the original definition Mehrabian (1981) introduced in Psychology to the understanding used in Communication Studies focus on instructional communication by Christophel (1990) and Andersen and Andersen (1982). This was particularly poignant given these represented the disciplines of the trainees. Following this brief introduction to the definition, the lecturette turned to the specific behaviors and the positive correlation to student learning which has been research (Appendix J, p. 98). During this, Morgan (only pseudonyms are displayed) freely injected personal anecdotes of how he attempts to provide eye contact with his students. Similarly, Julie was engaged and prepared with questions. This was prior to the sample situation and group discussion. Such a collaborative and interactive lecture was not intended; this shift was effective and encouraged trainee participation throughout the training, not just during the activities. It also meant the trigger questions which were available in the Instructor Guide (Appendix J) for the trainer to open discussions with, were not always necessary as discussion was free flowing (Beebe, Mottet & Roach, 2013).

During the situational activities, the trainer visited with both pairs to encourage discussion. As intended, more discussion and less true role play occurred. Both situations were detailed in the Participant Guide (Appendix K, p. 125). The situations were taken from the instructor's own teaching experience and were intended to assess the achievement of behavioral objective one and two. The first situation asked trainees to imagine being an instructor in the fifth week of a semester with a non-responsive class and discuss ways to use immediacy

behaviors to encourage participation. The second situation followed the lecturette on supportive

classroom environments and positioned the trainees to reassess their first day of class techniques

and approaches to find ways to establish a supportive classroom environment from day one.

Participants were asked to apply the knowledge gained in the previous lecturette, demonstrating

understanding to the trainer. It was difficult to encourage application of new concepts to the

trainees as they continued to identify moments they had been successful with these behaviors

discussed. For example, Seth discussed his first day attempts to get students to talk to each other

in his Psychology classroom. Rather than identifying behaviors which he did not use and how to

incorporate those, he detailed the ones he did, but noted his lack of success. These activities also

took more time than intended in the training plan (Appendix L), as using these to assess

achievement of behavioral objectives took the instructor longer than anticipated. This caused the

first large group discussion or "de-brief" after the small group activities to be a transitory review

by the instructor rather than an in depth discussion as intended. Positively, however, the small

groups both noted the same behaviors and exhibited equal understanding of the material.

The second lecturette focused on the supportive classroom environment. It was at this

point the divergence from the prescribed timeline in the training plan became extremely

apparent. As noted in the Instructor Guide on slide 12 (Appendix J, p. 107), this lecturette was to

be structured around input from participants as to their view of the qualities a well-functioning

family exhibits. This question was posed, however the intended discussion and listing of

qualities on the board was not implemented. Though it did not seem to hinder the learning

process, the personalization of the material was lacking, which may have an impact on retention

for adult learners (Beebe, Mottet & Roach, 2013). Additionally, through conversations during

previous small group activity, many of the behaviors articulated in slide thirteen were already

discussed which made the information in this section more of a review than an introduction of new material. Thus, the second activity was extremely fruitful. Summer noted during her small group discussion on how to improve the first day her desire to change her approach to match her previous experiences with guiding students in outdoor activities, something which she thought she needed to move away from in a traditional classroom scenario. Similar to the first activity, this took longer than accounted for, which negated time for a large group discussion.

The final lecturette section was to "bring it together" and demonstrate the connection between immediacy behaviors and a supportive classroom environment. It was apparent the trainees understood this and thus slide sixteen was used as a review. At this point, the training was extremely off the time schedule and the final activity (creating a mini class using the behaviors discussed) was cancelled. Though the multicolumn format allows for this flexibility, this was a disappointment and set back as this activity was intended to assess the first two behavioral objectives. To accommodate this during the training, participants were asked to articulate these objectives during the large group discussion. Each participant discussed what they believed were the most important behaviors to enact in the classroom. Interestingly, Julie mentioned only behaviors which she had examples of previous use for whereas the other participants noted incorporating new techniques into their classroom, while the other three participants engaged in discussion of ways to adjust their first day approaches.

Overall, the training was successful and participants were appreciative and happy during informal discussions as the training concluded. The active participation and lively discussions were highlights of this training. Although the training plan was not followed precisely, the adjustments did assist with the success. Additionally, the decision to use a video clip which was from a well-known film, allowed for a common context throughout the training.

Solo training. Although Evelyn was unable to attend the large group training due to illness, she was willing to attend a one-on-one session with the trainer the week following. The training design was extremely dependent on the group dynamic, and trainees working through the activities with each other. Given these challenges, the individual training was successful. Evelyn had the highest immediacy rating from students, which assisted with the one-on-one training. Though her students' high ratings of her use of immediacy behaviors were a shock to her, it allowed for context in her understanding of material. When presenting the lecturette on immediacy behaviors, her nonverbal behaviors clearly communicated her understanding of why students rated her highly. Evelyn's students noted the highest rating of a sense of community out of all participants, which allowed a fruitful discussion on supportive classroom environments between her and the trainer, rather than conducting this section as a lecturette. Though this training only lasted an hour, Evelyn noted in conversation that it was "extremely helpful."

In this training, Evelyn received the lecturettes similar to the large group. Rather than using a projection set-up, the trainer's laptop was used and Evelyn could easily follow along in her Participant Guide. In an effort to keep the experiences as similar as possible, the video was not shown but rather discussed with the results being the same as found in the large group training. Evelyn laughed at the discussion and provided a smile indicating she understood the connection. Just as with the large group training, there was much discussion throughout the lecture and being in a one-on-one format allowed for focus to be on the discussion as well as the opportunity to delve deeper into certain behaviors or supportive environments as necessary. The one-on-one format was extremely beneficial to the trainer in understanding the trainee's retention of material and reaching the behavioral objectives.

Step 8: Assess the Training Process. At the end of the training, an assessment was administered using both open and close ended questions (Appendix K, p. 126). Additionally, the surveys delivered to the participants' students in the needs assessment were re-administered between the tenth and thirteenth weeks of instruction. (The wide date range was due to spring break and low class attendance.) These measures were analyzed accordingly. Further, each participant was asked to complete a brief interview in the weeks following the training to delve deeper into the success of the training and the trainer, as well as their perceptions of impact to their classroom. To assess the true successfulness of the training, Kirkpatrick's (1996) evaluation model will be referenced. There are four levels in this model: 1) reaction or how participants felt about the training, 2) learning or the knowledge acquired from the training, 3) behavior or what changes can be found in on the job behaviors and 4) results or what final results occurred due to the training.

Initial post assessment. The initial post assessment the trainees took focused on the training, the material, the trainer and achievement of the behavioral objectives (Appendix K, p. 126). The responses to the post-training assessment were overwhelmingly positive with an average rating of 4.84 out of 5, which was the highest rating. The first six items focus on the training itself and had average ratings of either 4.6 or 4.8. Items seven thru eleven had a rating of five, which spoke to the appreciation of the trainer. The emphasis of the final questions was on recommending the training or taking a similar training again. These questions all had an average answer of 4.8. Although they were not perfect ratings, all noted agreement with the statements, which affirmed the necessity of this type of training and its benefits.

In addition to the Likert type scale questions the participants answered, they were asked to identify three ways in which they will promote a supportive classroom environment as well as

how they define teacher immediacy. These were asked to gauge the success of meeting

behavioral objectives three: "Participants will summarize 3 ways in which they will promote a

supportive classroom environment on the end-of-training assessment." All five participant

answers indicated understanding of how to establish a supportive classroom environment.

Behavioral objective one, "Participants will perform a minimum of 3 nonverbal and 2

verbal immediacy behaviors through sample scenarios provided" was accomplished based on the

large group discussion. Though this was not found in scenarios to the limited time and removal

of the final activity, participants all mentioned the specific behaviors they would or were already

using the classroom. Morgan mentioned ensuring eye contact and the importance of vocal

fluctuation as behaviors he had not considered previously. Similarly, Seth mentioned his desire

to work on proxemics. During these discussions, participants also identified how they see teacher

immediacy and a supportive classroom environment working together, which showed the

successful achievement of behavioral objective two, "At the end of the training, participants will

be able to articulate a minimum of two ways in which the use of teacher immediacy behaviors

enhances the creation of a supportive classroom environment through discussion with the

training group."

Kirkpatrick (1996) argues that each level of evaluation is harder than its predecessor.

Based off the results of the post-training assessment, level one evaluation was completed. The

general reaction toward the training, content and trainer, were favorable. Additionally, through

the first question on the post-training assessment as well as the trainer observations during

discussions in the training, the behavioral objectives were met, thus level two evaluation,

learning, was assessed successfully. In an effort to assess level three, behavior, the pre-test

assessments were administered to the students again.

Post-Assessment of Students. Students were asked to participate in this research again after their instructors attended the training. The same surveys were administered, however two challenges were found. First, some students were present for the post-test that were not for the pre-test and via versa. Thus, the averages discussed are reflective of the average based on the number of surveys collected and only those who took surveys both times were included in the analysis of student perceptions of change in instructor behavior. Second, Julie's student attendance dropped drastically after the initial classroom visit. Two attempts were made to enter her class for post-test, with the first day having only eight students in attendance and the second, four, all of whom were in attendance the first attempt. The data collected from those eight were used in this analysis.

Results from the *Behavioral Indicants of Immediacy Scale (BII)* indicated the training had affected participants' behaviors and the students noticed this. Scores were averaged and put into percentage form as with the pretest. Overall, four of the five participants received averages higher than the pre-test. The participant who received lower ratings, Summer, only did so by 0.3% dropping from 69.33% to 69.03%. The largest shift was Julie, who had the lowest initial rating. She increased from 61.4% to 65.59%. Though this is positive, due to the extremely small sample size in the post-test, the results cannot be considered significant. Evelyn, who had the highest initial rating, increased by 4.09% and had four students who responded to both surveys that increased their score of her use of immediacy behaviors by more than ten points. Both Morgan and Seth received an increase of fourteen points from at least one student and increased their score average by 2.72% and 3.24% respectively. Table 4 indicates these changes.
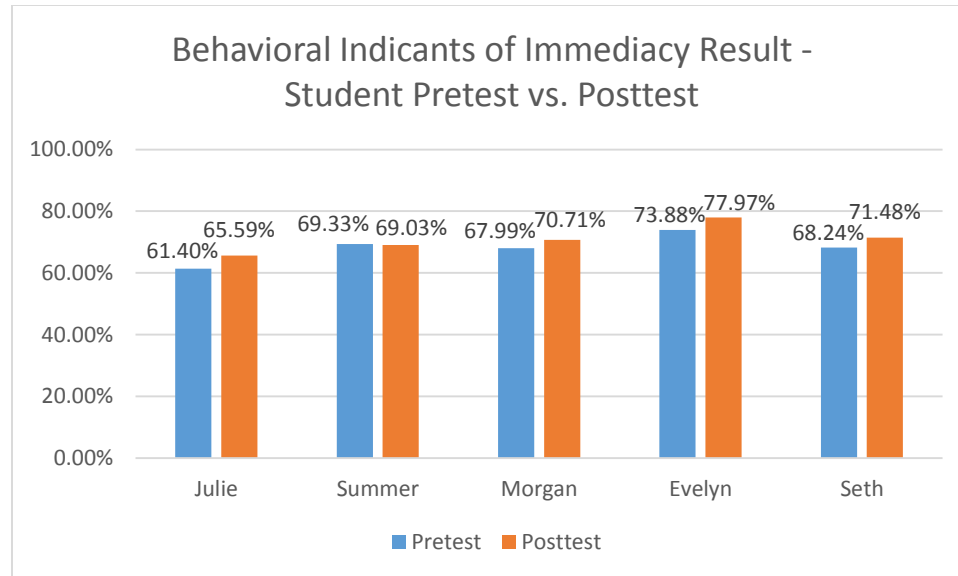
Table 4: Behavioral Indicants of Immediacy Result Comparison

The positive increase in student perceptions was found in four of the five participants based on the Sense of Community Index II results. Average results of the posttest are compared to the pretest in Table 5. All four had increases in the overall average of the eleven questions directed toward the class in which they were taking the survey. The positive movement was small however ranging from .032 to .15 higher average rating. One participant, Julie, saw a decline from 1.76 out of 4 to 1.524 out of 4 indicating students do not feel a strong sense of community in this classroom. Part of this may be accounted for in the sample size difference, which in her class was 15 students. These results are inconclusive as to the effect of the training on the establishment of a supportive classroom environment through immediacy behaviors. The index itself may not be best suited for the classroom environment and thus, as will be discussed in chapter five, a new measure should be created and tested for validity. Additionally, these results could be skewed due to the change in sample sizes. Morgan, Summer and Seth saw class size changes of two or less between sample dates, however Evelyn experienced a decrease in 8 students from the first sample to the second and Julie had a decrease of fifteen. Many factors

could have contributed to the class size changes including the second sample being taken the

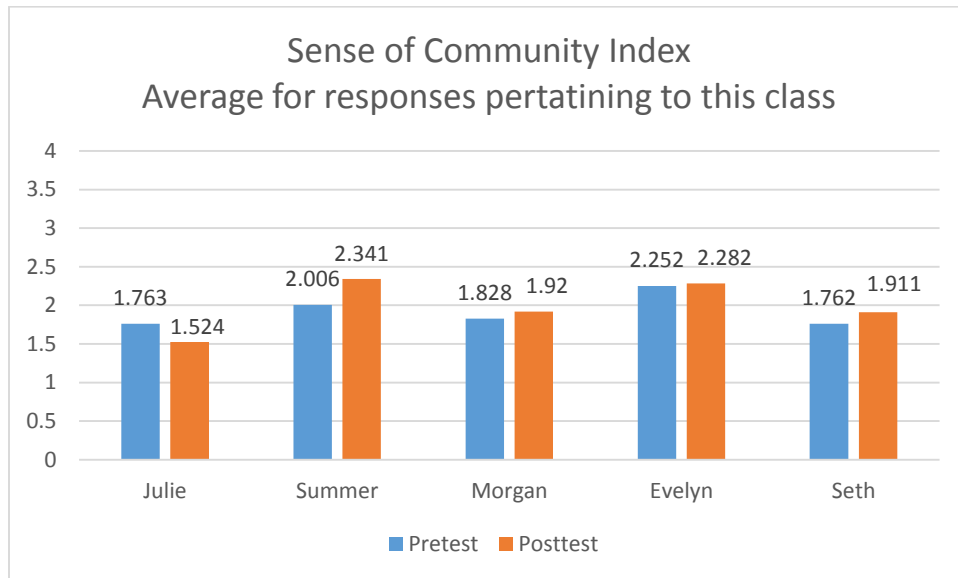week prior to spring break and a shift in the weather.

Table 5 – Sense of Community Index II Results Comparison

Overall, the post-test assessments with the students indicated positive change in their

perceptions of the GTA's immediacy behaviors and the supportive classroom environment they

are creating. As noted during the training, much of establishing a supportive classroom

environment begins on day one, so changes mid-semester were not anticipated to be significant.

Given there was a general increase in student views on both immediacy and a supportive

classroom environment, the third research question, "What impact does training on immediacy

behaviors have on a supportive classroom environment?" can be answered. It is apparent there is

a positive correlation between receiving training on immediacy behaviors and a supportive

classroom environment. Additionally, this measure indicated that Kirkpatrick's (1996) third level

of behavior changes had been achieved.

Interviews. Interviews with the GTA participants were conducted after the training to gain an understanding of the results of the training, which is Kirkpatrick's (1996) fourth level of behavior. This also allowed the opportunity to get the participants direct feedback on the training, the success or struggles they were finding with implementing immediacy behaviors and enhancing a supportive classroom environment, and gauge their interest in future trainings. A constant comparative method was used to find themes through comparing participant answers against one another (Glaser & Strauss, 1967). Only four of the five participants were interviewed. The fifth, Seth, responded to the guiding questions via email due to time constraints. His responses were analyzed in the same manner as the interviews.

Increased knowledge was found to be a common theme among four of the five participants. Each discussed specific knowledge they gained from the training. All discussed useful information they received from the training. Evelyn mentioned "creating community in your classroom and that's something I never really thought about." Seth also referenced a supportive classroom environment as something useful in the classroom by being "interactive and engaging." Morgan and Summer both indicated learning immediacy and how they appreciated the specificity of what behaviors constitute immediacy. The only participant to not discuss specific items regarding the training was Julie. She used much broader language such as "different techniques" rather than specifying what she learned.

All participants noted the use of specific behaviors throughout their interview. The most common were moments of *connecting with students* and *being open with students*. Summer discussed these concepts through an anecdote of a student feeling comfortable enough to approach her regarding a non-class related matter.

> And one of my students was like I have this question, it's not really about class, it's like an adult question. I was like oh boy. And he's this kid that comes to class late a lot and seems like mildly involved, but not really engaged in the course, and he's like so I'm trying to figure out what to get for my auto insurance and what do you have? And I'm like, oh this sis like a life questions, this like 18-19 year old is like learning adult question, and he asked me that and who knows how many other people he asked, but that's the first real like totally un-class related question I've gotten. And he was really genuinely wanting to know and he's like I saw that there's like 4 State Farm offices in town. Do they all do the same thing? It's just like really sweet, so we had this you know 3 minute conversation about what to look for in auto insurance and how to choose and how insurance works. I was like well I guess I'm approachable. (Summer interview).

This level of connection and approachability was encouraging to find as this occurred after the training when Summer had begun to implement more aspects of a supportive classroom environment through immediacy behaviors. She noted in her interview her attempts to "be more conversational" in the classroom, and they were successful. Seth also mentioned success with being more open with students: "Both myself and my class seem to be more open with one another, which has built a very comfortable learning environment." These sentiments were echoed by the other participants as well.

Other behaviors discussed in interviews were the use of student names, humor, touch, mutual engagement, access to the GTA, flexibility and the use of small groups to aid in connection. At least one participant discussed each of these with stories of success. For example, Morgan recounted how he is using names more often with his students, allowing him "to connect with students on a personal level before the start of class," which was discussed in the training as important to establishing a supportive classroom environment.

Overall, participants all noted appreciation for the training and believed it to be a beneficial experience for them. Through the discussions, it became apparent the trainees who articulated implementing specific behaviors saw an increase in their student's responsiveness in

class. Additionally, the four participants whose students indicated a more community feel to the classroom through the Sense of Community Index II posttest, all noted community as something they were working toward. Participants also indicated suggestions for future trainings which will be discussed in Chapter Five.

Chapter 5: Conclusions & Suggestions

The results of posttest analysis indicate training graduate teaching assistants (GTAs) in teacher immediacy and its effect on a supportive classroom environment does have an impact on the students' perceptions of the GTAs use of teacher immediacy and the extent to which the classroom feels like a community. Participants indicated their desire for additional pedagogical training as a GTA during their interviews. These findings are significant especially for administrators and current professors as they are creating and administering GTA training programs. Modifications to the training presented herein are necessary and were identified by the trainer and the participants. Participants also identified future topics and considerations for trainings. As with all studies, there were limitations with the current research and room for future research to occur as well.

Based on the post-training evaluations, participants found this training successful. The GTAs also indicated my success as a trainer. While I appreciate that, I believe there are changes to be made. Some of these modifications echo what participants noted should be changed if this training was to occur again. Their observations are detailed in the following section. This training would have been more effective if it was focused on either immediacy or supportive classroom environments, not both. This would have allowed more discussion and greater opportunities for participants to demonstrate the application of the material. Second, I would adjust the way I approached preparation for the training. With the understanding from my prior research (Johnson, 2016) and the participants answers to the modified Behavioral Indicants of Immediacy Scale, I approached the training with the belief the participants would not need much instruction on how to enact the behaviors. More time was spent on the description of why the behaviors are effective for student learning and I believe I could have served the participants

better by allowing them more opportunities to apply the behaviors. Similarly, having an observation of a class would provide the trainer with more information about what specifically the GTA needs to work on in their classroom. This would provide a more personalized training experience and potentially more effective training. Lastly, I believe providing the trainees with selected readings to complete prior to the training would have allowed the training time to be spent more on application of the concepts.

As a trainer, I also learned from this experience. In working with the participants, I was exposed to various views of the use of touch as a nonverbal immediacy behavior. For example, I had not considered the implications of touch to a student who has been a victim of abuse. Additionally, one participant mentioned she is not a "touchy" person outside the classroom, so it is uncomfortable to her to have physical contact with her students. This demonstrated to me the importance of each teacher adapting the immediacy behaviors which are comfortable for them, which would change the manner in which I would present this material in the future. Each instructor will have their own way of implementing these behaviors and having a more open mind regarding this would have been beneficial to me.

Overall, I believe this training was successful. The participants learned tools to assist in their teaching and I was able to expand my knowledge and understanding of teacher immediacy, supportive classroom environments and conducting trainings. As noted, there are modifications to consider, which were also identified by participants and described below.

Training Modifications

All participants had input as to modifications to make the training more successful. There was no consensus among participants, however I agree with each of their assessments and found

their comments to have identified the weak points in the training. Morgan noted the timing in the semester was inconvenient for him to truly apply the behaviors and make changes due to the structure of his course. Though this cannot always be avoided, offering a training at the outset of a term may be beneficial to learners. Similarly, Evelyn suggested "having a longer timeline" to allow implementation of behavior change. This is a limitation of this study noted below. Summer mentioned a desire for more participants and have the training "implemented more widely across campus" to facilitate this inclusion. Another suggestion was to "add an observation by the trainer of an entire class period to provide feedback regarding the use of techniques" (Seth Interview). Lastly, Julie suggested breaking the training down into smaller concepts and building from there. If the training was offered as a series, I believe this would be an excellent way of imparting the material.

Future Training Considerations

It is important to first note that there is a need (Cho et al., 2011; Nyquist & Wulff, 1996; Pytlak & Houser, 2014; Zhu et al., 2013), and a desire (based on this research) for GTAs to receive pedagogical training. For universities or departments looking to implement a strong pedagogical training plan for their GTAs, a few suggestions can be gleaned from this experience. Having a course or other regular schedule for trainings is highly encouraged. Participants in this study all noted a desire for further training and indicated their willingness to participate in a structured program. Additionally, ensure interdisciplinary participation in the training to allow all participants to benefit from others' experiences. It was suggested in interviews to have professors from across disciplines team teach the series allowing a variety of knowledge bases to be shared.

Suggestions can be made for trainings kept at a more intimate size such as the one conducted for this research as well. Allow for the experience to take an entire term so the time between pretest, training and posttest provides participants the opportunity to make significant changes to their teaching and the effects to be seen by students. Additionally, breaking trainings up into single concepts would assist in the implementation of behaviors by participants.

Limitations

This project experienced a few limitations. The tight timeline mentioned in this chapter was perhaps the most difficult. Additionally, it is important to note the small sample size not only in numbers, but in diversity. Future research would benefit from expanding the training to those in hard sciences, business, other social sciences and liberal arts as well as the fine arts departments. The lack of measure for a supportive classroom environment was a limitation as well. Though the modified Sense of Community Index II used in this study was sufficient for this project, a new measure should be created and tested for validity in measuring this as there are notable differences in approaching a classroom as a community and the measure should reflect this more explicitly than the brief modifications did. The application aspect of this project limited the ability to examine the theory and implications of the results on the theories. Future research should extend the current literature to extend the concepts of teacher immediacy and a supportive classroom environment.

References

Andersen, J. F. (1979). The relationship between teacher immediacy and teaching effectiveness (Doctoral dissertation, ProQuest Information & Learning).

Andersen, P., & Andersen, J. (1982). Nonverbal immediacy in instruction. In L. L. Barker (Ed.), *Communication in the classroom* (pp. 98-120). Englewood Cliffs, NJ: Prentice-Hall.

Andersen, J. F., Andersen, P. A., & Jensen, A. D. (1979). The measurement of nonverbal immediacy. Journal of Applied Communication Research, 7(2), 153-180.

Andersen, J., Nussbaum, J., Pecchioni, L., & Grant, J. (1999). Interaction skills in instructional settings. In A. Vangelisti, J. Daly & G. Friedrich (Eds.), *Teaching communication: Theory, research, and methods (2nd ed.)* (pp. 359-374). Mahwah, NJ: Erlbaum.

Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review, 64*(6, Pt.1), 359-372. doi:10.1037/h0043445

Bach, B. (2014). In University of Montana, COMX 540 (Ed.), *Lectures in instructional communication.*

Bailey, J. (1989). Building a supportive classroom environment. *The TA at UD (5th ed.)* (pp. 16-20). Dover, DE: Center for Teaching Effectiveness.Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives*. New York, NY: David McKay Company, Inc.

Beebe, S. A., Mottet, T. P., & Roach, K. D. (2013). *Training and development: Communicating for success* (2nd ed.). Upper Saddle RIver, NJ: Pearson Education, Inc.

Buerkel-Rothfuss, N. L., & Gray, P. L. (1990). Graduate teaching assistant training in speech

communication and non-communication departments: A national survey. *Communication*

Education, 39(4), 292-307. Retrieved from http://search.proquest.com/docview/1310244629

Burroughs, N. F. (2007). A reinvestigation of the relationship of teacher nonverbal immediacy

and student compliance-resistance with learning. *Communication Education, 56*(4), 453-

475.

Buskist, W. (2000). Faculty forum: Common mistakes made by graduate teaching assistants and

suggestions for correcting them. *Teaching of Psychology, 27*(4), 272-284.

Chavis, D. M., Lee, K. S., & Acosta, J. D. (2007). Sense of Community Index 2 (SCI-2):

Background, Instrument, and Scoring Instructions.

Cho, Y., Kim, M., Svinicki, M. D., & Decker, M. L. (2011). Exploring teaching concerns and

characteristics of graduate teaching assistants. *Teaching in Higher Education*, *16*(3), 267-

279.

Christophel, D. M. (1990). The relationships among teacher immediacy behaviors, student

motivation, and learning. *Communication Education, 39*(4), 323-340.

Craig, R. L. (Ed.). (1987). *Training and development handbook*. New York, NY: McGraw-Hill.

Darling, A. L. (1990). Instructional models. In J. Daily, G. Friedrich, & A. Vangelisti (Eds.),

Teaching communication: Theory, research, and methods (pp.267-278). Hillsdale, NJ:

Erlbaum.

Dorn, D. S. (1987). The first day of class: Problems and strategies. *Teaching Sociology, 15*(Jan87), 61-72.

Friedrich, G., & Cooper, P. (1990). The first day. In J. Daily, G. Friedrich & A. Vangelisti (Eds.), *Teaching communication: Theory, research, and methods* (pp. 237-246). Hillsdale, NJ: Erlbaum.

Frymier, A. B. (1994). A model of immediacy in the classroom. *Communication Quarterly, 42*(2), 133-144. Retrieved from http://search.proquest.com/docview/216475464

Frymier, A. B. (2012). TRIP-turning research into instructional practice: Instructor immediacy. Retrieved from http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Virtual_Faculty_Lounge/PDF-TRIP-Instructor_Immediacy.pdf

Frymier, A. B., Wanzer, M. B., & Wojtaszczyk, A. M. (2008). Assessing students' perceptions of inappropriate and appropriate teacher humor. *Communication Education, 57*(2), 266-288.

Glaser, B. S. & Strauss, A. (1968). A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. London: Weidenfield and Nicolson.

Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education, 37*(1), 40-53.

Gorham, J., & Christophel, D. M. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education, 39*(1), 46-62.

Gorham, J., Cohen, S. H., & Morris, T. L. (1997). Fashion in the classroom II: Instructor

immediacy and attire. *Communication Research Reports, 14*(1), 11-23.

Gorham, J., & Zakahi, W. R. (1990). A comparison of teacher and student perceptions of

immediacy and learning: Monitoring process and product. Communication Education,

39(4), 354-368.

Gray, P. L., & Buerkel-Rothfuss, N. L. (1991). Teaching assistant training: The view from the

trenches. In J. D. Nyquist, R. D. Abbott, D. H. Wulff & J. Sprauge (Eds.), *Preparing the

professoriate of tomorrow to teach: Selected readings in TA training* (pp. 40-51). Dubuque,

IA: Kendall/Hunt Publishing Company.

Hines, C. V., Cruickshank, D. R., & Kennedy, J. J. (1985). Teacher clarity and its relationship to

student achievement and satisfaction. *American Educational Research Journal, 22*(1), 87-

99. doi:10.2307/1162989

Jaasma, M., & Koper, R. (1999). The relationship of student-faculty out-of-class communication

to instructor immediacy and trust and to student motivation. *Communication Education,

48*(1), 41-47. doi:10.1080/03634529909379151

Johnson, L. (2016). The convergence of teacher immediacy & communication GTAs: What

innovations can be found? *Conference Papers – Western States Communication Association

Conference 2016.*

Katt, J., & Collins, S. (2009). The effects of provisionalism and verbal immediacy in written

    student assessments on student motivation and affective learning. *Conference Papers --*

    National Communication Association.

Kelley, D. H., & Gorham, J. (1988). Effects of immediacy on recall of information.

    Communication Education, 37(3), 198-207. Retrieved from

    http://gateway.proquest.com/openurl?ctx_ver=Z39.88-

    2003&xri:pqil:res_ver=0.2&res_id=xri:ilcs-us&rft_id=xri:ilcs:rec:abell:R02660412

Kirkpatrick, D. (1996). Great ideas revisited. *Training and Development,* 50(1), 54-59.

Knapp, M. L., & Hall, J. A. (2009). *Nonverbal communication in human interaction* (7th ed.).

    Boston, MA: Wadsworth Publishing.

Knowles, M. (1990). *The adult learner: A neglected species*. Houston, TX: Gulf.

Kramer, M. W., & Pier, P. M. (1999). Students perceptions of effective and ineffective

    communication by college teachers. *Southern Communication Journal, 65*(1), 16-33.

Mehrabian, A. (1981). *Silent messages* (2nd ed.). Belmont, CA: Wadsworth.

Menzel, K. E., & Carrell, L. J. (1999). The impact of gender and immediacy on willingness to

    talk and perceived learning. *Communication Education, 48*(1), 31-40. Retrieved from

    http://search.proquest.com/docview/195743226

McKinney, K. (1988). Faces: Five components of quality teaching. *Teaching Sociology, 16*(3),

    298-301.

Myers, S. A. (2012). TRIP-turning research into instructional practice: Instructor communicator style. Retrieved from http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Virtual_Faculty_Lounge/PDF-TRIP-instructor_communicator_style.pdf

Norton, R. W. (1977). Teacher effectiveness as a function of communicator style. In B. D. Ruben (Ed.), *Communication Yearbook I* (pp. 561-583). New Brunswick, NJ: Transaction Books.

Nussbaum, J. F. (1992). Effective teaching behaviors. *Communication Education, 41*(2), 167-180.

Nussbaum, J. F., Holladay, S. J., & Comadena, M. E. (1987). Classroom verbal behavior of highly effective teachers. Journal of Thought, 73-80.

Nyquist, J. D., & Wullf, D. H. (1999). *Working effectively with graduate assistants*. Thousand Oaks, CA: Sage Publications, Inc.

Pytlak, M. A., & Houser, M. L. (2014). Because I'm the teacher and I said so: GTA use of behavior alteration techniques to establish power and credibility in the college classroom. *Western Journal of Communication, 78*(3), 287-309. doi:10.1080/10570314.2014.893010

Richmond, V. P., McCroskey, J. C., Kearney, P., & Plax, T. G. (1987). Power in the classroom VII: Linking behavior alteration techniques to cognitive learning. *Communication Education, 36*(1), 1-12. doi:10.1080/03634528709378636

Richmond, V., Gorham, J., & McCroskey, J. (1987). The relationship between selected immediacy behaviors and cognitive learning. *Communication Yearbook, 10*, 574-590.

Roach, D. K. (1997). Effects of graduate teaching assistant attire on student learning,

    misbehaviors, and ratings of instruction. *Communication Quarterly, 45*(3), 125-141.

Rodriguez, J., Plax, T., & Kearney, P. (1996). Clarifying the relationship between teacher

    nonverbal immediacy and student cognitive learning: Affective learning as the central causal

    mediator. *Communication Education, 45*(4), 293-305. Retrieved from

    http://gateway.proquest.com/openurl?ctx_ver=Z39.88-

    2003&xri:pqil:res_ver=0.2&res_id=xri:ilcs-us&rft_id=xri:ilcs:rec:abell:R03192364

Sallinen-Kuparinen, A. (1992). Teacher communicator style. *Communication Education, 41*(2),

    153-166.

Sanders, J., & Wiseman, R. (1990). The effects of verbal and nonverbal teacher immediacy on

    perceived cognitive, affective, and behavioral learning in the multicultural classroom.

    Communication Education, 39(4), 343-353. Retrieved from

    http://search.proquest.com/docview/1310244651

Schrodt, P., Witt, P. L., Myers, S. A., Turman, P. D., Barton, M. H., & Jernberg, K. A. (2008).

    Learner empowerment and teacher evaluations as functions of teacher power use in the

    college classroom. *Communication Education, 57*(2), 180-200.

Suinn, R. (2014). Teaching culturally diverse students. In M. D. Svinicki, & W. J. McKeachie

    (Eds.), *McKeachie's teaching tips: Strategies, research, and theory for college and*

    university teachers, (14th ed.) (pp. 150-171). Belmont, CA: Wadsworth.

Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth.

Teven, J., & Herring, J. (2005). Teacher influence in the classroom: A preliminary investigation of perceived instructor power, credibility, and student satisfaction. *Communication Research Reports, 22*(3), 235-246. doi:10.1080/00036810500230685

Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus. *Communication Education, 56*, 54-71.

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. West Sussex, England, UK: Wiley-Blackwell.

Wanzer, M., & Frymier, A. (1999). The relationship between student perceptions of instructor humor and students' reports of learning. *Communication Education, 48*(1), 48-62. doi:10.1080/03634529909379152

Wiener, M., & Mehrabian, A. (1968). *Language within language: Immediacy, a channel in verbal communication*. New York, New York: Appleton-Century-Crofts.

Witt, P. L., Wheeless, L.R. & Allen, M. (2004). A meta-analytical review of the relationship between teacher immediacy and student learning. *Communication Monographs, 71*(2), 184-207. doi:10.1080/036452042000228054

Wlodkowski, R. J. (1999). *Enhancing adult motivation to learn: A comprehensive guide for teaching adults*. San Francisco, CA: Jossey-Bass.

Worley, D., Titsworth, S., Worley, D. W., & Cornett-DeVito, M. (2007). Instructional

communication competence: Lessons learned from award-winning teachers. *Communication

Studies, 58*(2), 207-222.

Zhu, J., Li, Y., Cox, M. F., London, J., Hahn, J., & Ahn, B. (2013). Validation of a survey for

graduate teaching assistants: Translating theory to practice. *Journal of Engineering

Education, 102*(3), 426-443. doi:10.1002/jee.20014

Appendix A

IRB Approval

INSTITUTIONAL REVIEW BOARD
for the Protection of Human Subjects in Research
FWA 00000078
Research & Creative Scholarship
University Hall 116
University of Montana
Missoula, MT 59812
Phone 406-243-6672 | Fax 406-243-6330

Date: January 4, 2016

To: Leah Johnson, Communication Studies
          Dr. Betsy Bach, Communication Studies

From: Paula A. Baker, IRB Chair and Manager

RE: IRB #282-15: "Training the Professoriate of Tomorrow: Implementing the Needs Centered
          Training Model to Instruct Graduate Teaching Assistants in the use of Teacher Immediacy"

Your IRB proposal cited above has been **approved** under the **Exempt** category of review by the Institutional
Review Board in accordance with the Code of Federal Regulations, Part 46, section 101. The specific paragraph
which applies to your research is:

_X_ (b)(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures,
          interview procedures or observation of public behavior, **unless**: (i) Information obtained is recorded in such a
          manner that human subjects can be identified, directly or through identifiers linked to the subjects; **and** (ii) any
          disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of
          criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Each consent form used for this project must bear the dated and signed IRB stamp. Use the PDF sent with this
approval notice as a "master" from which to make copies for the GTA subjects.

University of Montana IRB policy does not require you to file an annual Continuation Report for exempt studies.
However, you are required to notify the IRB of the following:

Amendments: Any changes to the originally-approved protocol must be reviewed and approved by the IRB
before being made (unless extremely minor). Requests must be submitted using Form RA-110.

Unanticipated or Adverse Events: You are required to timely notify the IRB if any unanticipated or adverse
events occur during the study, if you experience an increased risk to the participants, or if you have participants
withdraw from the study or register complaints about the study. Use Form RA-111.

Please contact the IRB office with any questions at (406) 243-6672 or email irb@umontana.edu.

Form RA-108
(Rev. 09/15)

(Institutional Review Board stamp: JAN - 4 2016 Revised University of Montana)
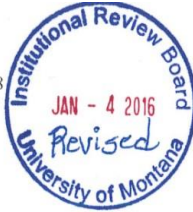
THE UNIVERSITY OF MONTANA-MISSOULA
Institutional Review Board (IRB)
for the Protection of Human Subjects in Research
APPLICATION FOR IRB REVIEW

IRB Protocol No.:

282-15

At the University of Montana (UM), the Institutional Review Board (IRB) is the institutional review body responsible for oversight of all research activities involving human subjects as outlined in the U.S. Department of Health and Human Services' Office of Human Research Protection and the National Institutes of Health, Inclusion of Children Policy Implementation.

Instructions: A separate application must be submitted for each project. IRB proposals are approved for no longer than one year and must be continued annually (unless Exempt). Faculty and students may email the completed form as a Word document to *IRB@umontana.edu*. or submit a hardcopy (no staples) to the Office of the Vice President for Research in University Hall 116. Student applications must be accompanied by email authorization by the supervising faculty member or a signed hard copy. *All fields must be completed. If an item does not apply to this project, write in: N/A.* Questions? Call the IRB office at 243-6672.

1. **Administrative Information**

Project Title: Training the Professoraite of Tomorrow: Implementing the Needs Centered Training Model to Instruct Graduate Teaching Assistants in the use of Teacher Immediacy	
Principal Investigator: Leah R. Johnson	UM Position: Graduate Student
Department: Communication Studies	Office location: LA 339
Work Phone: 406-243-6604	Cell Phone: 406-396-0528

2. **Human Subjects Protection Training** *(All researchers, including faculty supervisors for student projects, must have completed a self-study course on protection of human research subjects within the last three years and be able to supply the "Certificate(s) of Completion" upon request. If you need to add rows for more people, use the Additional Researchers Addendum.)*

All Research Team Members (list yourself first)	PI	CO-PI	Faculty Supervisor	Research Assistant	DATE COMPLETED IRB-approved Course mm/dd/yyyy
Name: Leah R. Johnson Email: leah.johnson@umontana.edu	☒	☐	☐	☐	2/21/2015 ✓
Name: Betsy Bach Email: betsy.bach@mso.umt.edu	☐	☐	☒	☐	04/05/2014 ✓
Name: Email:	☐	☐	☐	☐	
Name: Email:	☐	☐	☐	☐	

3. **Project Funding** *(If federally funded, you must submit a copy of the abstract or Statement of Work.)*

Is grant application currently under review at a grant funding agency? ☐Yes *(If yes, cite sponsor on ICF if applicable)* ☒No	Has grant proposal received approval and funding? ☐Yes *(If yes, cite sponsor on ICF if applicable)* ☒No		
Agency	Grant No.	Start Date	End Date	PI on grant

IRB Determination:

For UM-IRB Use Only

___ Not Human Subjects Research
_X_ Approved by Exempt Review, Category # **2** *2 with ICF* *(see memo)*
___ Approved by Expedited Review, Category #_____ *(see Note to PI)*
___ Full IRB Determination
   ___ Approved *(see Note to PI)*
   ___ Conditional Approval *(see memo)* - IRB Chair Signature/Date: _____
     ___ Conditions Met *(see Note to PI)*
   ___ Resubmit Proposal *(see memo)*
   ___ Disapproved *(see memo)*

Risk Level: *Minimal*

Note to PI: Non-exempt studies are approved for one year only. Use any attached IRB-approved forms (signed/dated) as "masters" when preparing copies. If continuing beyond the expiration date, a continuation report must be submitted. Notify the IRB if any significant changes or unanticipated events occur. When the study is completed, a closure report must be submitted. Failure to follow these directions constitutes non-compliance with UM policy.

Final Approval by IRB Chair/Manager: *(signature)* Date: 1/4/2016 Expires: 1/3/2017

1

SUBJECT INFORMATION AND INFORMED CONSENT

Study Title: Teaching the Professoriate of Tomorrow: Implementing the Needs Centered Training Model to Instruct Graduate Teaching Assistants in the use of Teacher Immediacy

Investigator(s):
>   Leah R. Johnson, Liberal Arts 339, 406-243-6604, leah.johnson@umontana.edu
>   Betsy Bach, Ph.D., Liberal Arts 415, 406-243-6119, betsy.bach@mso.umt.edu

Special Instructions:
>   This consent form may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

Inclusion [or Exclusion] Criteria:
*   Participants must be responsible for at least one section of teaching on their own.
*   Participants must be over the age of 18.

Purpose:
>   You are being asked to participate in a research project examining the teaching practices of Graduate Teaching Assistants (GTAs). The purpose of this research is to study the use of teacher immediacy in GTAs and student perception of these behaviors before and after a training on the topic. The results from this study will be used in formulating the training program that will be used with the participants and introduced to the academic community.

Procedures:
>   If you agree to take part in this research study, you will be asked to open your classroom to the investigator allowing her to administer two surveys to your students who wish to participate. Additionally, you will be asked to complete a survey, participate in a training session, participate in an interview with the investigator at a location of your choosing and complete a final survey. Your students will be asked to complete a final survey at the end of the research period as well. The surveys should last no longer than 5 minutes, the training will be approximately 2 hours and the interview no longer than 30 minutes.

Risks/Discomforts:
>   There are minimal risks associated with participating in this study. You will be asked to think about your teaching goals and motivations, which may create some discomfort and at times may be unpleasant.

Benefits:
>   By participating in the research, you will gain insight into your own teaching and ways to improve. Additionally, snacks will be provided during the training and interview times.

Confidentiality:
>   Your records will be kept confidential and will not be released without your consent except as required by law. All identifying material will be stored on the researcher's personal, password protected laptop. Your identification information will be removed before the researcher analyzes the responses,

and destroyed as soon as the project is complete (approximately June, 2016). Your name and contact information, as well as your students', will not be connected to the information obtained and all data will remain confidential.

Voluntary Participation/Withdrawal:

Participation is completely voluntary, at any time you may choose to withdraw from the study without penalty. You also have the option to skip or not respond to any item that raises discomfort for you.

Questions:

If you have any questions about the research now or during the study, please contact: Leah R. Johnson, (406) 243-6604.

If you have any questions regarding your rights as a research subject, you may contact the UM Institutional Review Board (IRB) at (406) 243-6672.

Statement of Your Consent:

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I understand I will receive a copy of this consent form.

_____

Printed Name of Subject

_____   _____

Subject's Signature   Date

Statement of Consent to be Photographed [and/or Audiotaped, Videotaped, etc., if applicable]:

I consent to use of my photograph (audio/video) in presentations related to this study.
I understand that if photographs (audio/video recordings) are used for presentations of any kind, names or other identifying information will not be associated with them.
I understand that audio recordings will be destroyed following transcription, and that no identifying information will be included in the transcription.

_____   _____

Subject's Signature   Date

The University of Montana IRB
Expiration Date _1-3-2017_
Date Approved _1-4-2016_
Chair/Admin _____

Appendix B

Participant Informed Consent

SUBJECT INFORMATION AND INFORMED CONSENT

Study Title: Teaching the Professoriate of Tomorrow: Implementing the Needs Centered Training Model to Instruct Graduate Teaching Assistants in the use of Teacher Immediacy

Investigator(s):

Leah R. Johnson, Liberal Arts 339, 406-243-6604, leah.johnson@umontana.edu

Betsy Bach, Ph.D., Liberal Arts 415, 406-243-6119, betsy.bach@mso.umt.edu

Special Instructions:

This consent form may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

Inclusion [or Exclusion] Criteria:

- Participants must be responsible for at least one section of teaching on their own.
- Participants must be over the age of 18.

Purpose:

You are being asked to participate in a research project examining the teaching practices of Graduate Teaching Assistants (GTAs). The purpose of this research is to study the use of teacher immediacy in GTAs and student perception of these behaviors before and after a training on the topic. The results from this study will be used in formulating the training program that will be used with the participants and introduced to the academic community.

Procedures:

If you agree to take part in this research study, you will be asked to open your classroom to the investigator allowing her to administer two surveys to your students who wish to participate. Additionally, you will be asked to complete a survey, participate in a training session, participate in an interview with the investigator at a location of your choosing and complete a final survey. Your students will be asked to complete a final survey at the end of the research period as well. The surveys should last no longer than 5 minutes, the training will be approximately 2 hours and the interview no longer than 30 minutes.

Risks/Discomforts:

There are minimal risks associated with participating in this study. You will be asked to think about your teaching goals and motivations, which may create some discomfort and at times may be unpleasant.

Benefits:

By participating in the research, you will gain insight into your own teaching and ways to improve. Additionally, snacks will be provided during the training and interview times.

Confidentiality:

Your records will be kept confidential and will not be released without your consent except as required by law. All identifying material will be stored on the researcher's personal, password protected laptop. Your identification information will be removed before the researcher analyzes the responses, and destroyed as soon as the project is complete (approximately June, 2016). Your name and contact information, as well as your students', will not be connected to the information obtained and all data will remain confidential.

Voluntary Participation/Withdrawal:

Participation is completely voluntary, at any time you may choose to withdraw from the study without penalty. You also have the option to skip or not respond to any item that raises discomfort for you.

Questions:

If you have any questions about the research now or during the study, please contact: Leah R. Johnson, (406) 243-6604.

If you have any questions regarding your rights as a research subject, you may contact the UM Institutional Review Board (IRB) at (406) 243-6672.

Statement of Your Consent:

I have read the above description of this research study. I have been informed of the risks and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that any future questions I may have will also be answered by a member of the research team. I voluntarily agree to take part in this study. I understand I will receive a copy of this consent form.

_____

Printed Name of Subject

_____   _____

Subject's Signature   Date

Statement of Consent to be Photographed [and/or Audiotaped, Videotaped, etc., if applicable]:

I consent to use of my photograph (audio/video) in presentations related to this study.

I understand that if photographs (audio/video recordings) are used for presentations of any kind, names or other identifying information will not be associated with them.

I understand that audio recordings will be destroyed following transcription, and that no identifying information will be included in the transcription.

_____   _____

Subject's Signature   Date

Appendix C

Student Informed Consent Script

Researcher Script:

Your instructor has volunteered to participate in a study of teaching styles. As part of this, you are invited to participate in the research project. The following two surveys should take about 5-7 minutes to complete. Participation is voluntary, and responses will be kept confidential by me, and your instructor will not see original copies of the surveys.

You have the option to not respond to any questions that you choose. Participation or nonparticipation will not impact your relationship with the University of Montana. Submission of the survey will be interpreted as your informed consent to participate and that you affirm that you are at least 18 years of age.

If you have any questions about the research, please contact the Principal Investigator, Leah R. Johnson, via email at leah.johnson@umontana.edu, or the faculty advisor, Dr. Betsy Bach at betsy.bach@mso.umt.edu. If you have any questions regarding your rights as a research subject, contact the UM Institutional Review Board (IRB) at (406) 243-6672.

Appendix D

Sense of Community Index II

Sense of Community Index II
Chavis, D. M, Lee, K.S., & Acosta, J. D. (2008)

The following questions about community refer to the classroom in which this survey is distributed.

How important is it to you to feel a sense of community with other class members?

1	2	3	4	5	6
Prefer not to be a part of this community	Not important at all	Not very important	Somewhat important	Important	Very Important

How well do each of the following statements represent how you *feel* about this class?

		Not At All	Somewhat	Mostly	Completely
1	Class members and I value the same things.				
2	Being a member of this class makes me feel good.				
3	When I have a problem, I can talk about it with members of this class.				
4	I can recognize most of the members of this class.				
5	Most class members know me.				
6	I put a lot of time and effort into being part of this class.				
7	Fitting into this class is important to me.				
8	I care about what other class members think of me.				
9	I am with other class members a lot and enjoy being with them.				
10	Members of this class have shared important events together, such as holidays, celebrations or disasters.				
11	Members of this class care about each other.				

Appendix E

Behavioral Indicants of Immediacy Scale

Behavioral Indicants of Immediacy (BII) Scale, Instructional Context
Andersen, J., Andersen, P. & Jensen, A. (1979)

Please mark these scales to indicate how you perceive your instructor in the teaching role. Please mark the following statements to indicate whether you: (7) strongly agree; (6) agree; (5) moderately agree; (4) are undecided; (3) moderately disagree; (2) disagree; or (1) strongly disagree. Please record the number of your response in the space provided beside each statement. There is no correct answer. Simply record your perceptions. Some of the questions may seem similar, note this is necessary.

_____   *1. This instructor engages in more eye contact with me when teaching than most other instructors.

_____   2. Students discuss less in this class than most other classes.

_____   *3. This instructor has a more tense body position while teaching than most other instructors.

_____   *4. This instructor gestures more while teaching than most other instructors.

_____   *5. This instructor engages in less movement while teaching than most other instructors.

_____   6. This instructor sits in a student desk less than most other instructors when teaching.

_____   7. This instructor touches students less than most other instructors when teaching.

_____   *8. This instructor has a more relaxed body position while teaching than most other instructors.

_____   *9. This instructor directs his/her body position more toward students while teaching than most other instructors.

_____   10. This instructor stands in front of the classroom less than most other instructors while teaching.

_____   *11. This instructor smiles more during class than most other instructors.

_____   12. This instructor dresses less informally than most other instructors when teaching.

_____   *13. This instructor engages in less eye contact with me when teaching than most other instructors.

_____   14. This instructor spends less time with students before and after class than most instructors.

_____   15. This instructor touches students more than most other instructors when teaching.

_____   16. Students discuss more in this class than in most other classes.

_____   *17. This instructor is more vocally expressive while teaching than most other instructors.

_____   *18. This instructor is more distant from students while teaching than most other instructors.

_____   *19. This instructor directs his/her body position less toward students while teaching than most other instructors.

_____   *20. This instructor gestures less while teaching than most other instructors.

_____   *21. This instructor engages in more movement while teaching than most other instructors.

_____   22. This instructor sits in a student desk more often than most other instructors while teaching.

_____   23. This instructor dresses more informally than most other instructors when teaching.

_____   24. This instructor stands in front of the classroom more than most other instructors while teaching.

_____   *25. This instructor is less vocally expressive while teaching than most other instructors.

_____   *26. This instructor smiles less during class than most other instructors.

_____   27. This instructor spends more time with students before and after class than most other instructors.

*These items constitute the 15-item behavioral indicants of immediacy scale. To obtain an immediacy score, use this formula:

1. Total the response for the following scale items: 1, 4, 9, 11, 17, 21. Call this X.

2. Total the response for the following scale items: 3, 5, 13, 18, 19, 20, 25, 26. Call this Y.

3. Immediacy score = X − Y + 56= _____

Appendix F

Instructor Immediacy Survey

Instructor Knowledge of Immediacy

1. I have been trained in teacher immediacy behaviors.   True False

2. Teacher immediacy is defined as
    _____

3. Immediacy behaviors in the classroom include (circle all which apply):
    Voice Fluctuations   Touch   Dress   Classroom Setup

4. Supportive classroom environments and my use of immediacy behaviors have a positive correlation to student cognitive and affective learning in my class. True   False

Behavioral Indicants of Immediacy (BII) Scale, Instructional Context
Andersen, J., Andersen, P. & Jensen, A. (1979)

Please mark these scales to indicate how you perceive your instructor in the teaching role. Please mark the following statements to indicate whether you: (7) strongly agree; (6) agree; (5) moderately agree; (4) are undecided; (3) moderately disagree; (2) disagree; or (1) strongly disagree. Please record the number of your response in the space provided beside each statement. There is no correct answer. Simply record your perceptions. Some of the questions may seem similar, note this is necessary.

_____   *1. I engage in more eye contact with my students when teaching than most other instructors.

_____   2. Students discuss less in this class than most other classes.

_____   *3. I have a more tense body position while teaching than most other instructors.

_____   *4. I gesture more while teaching than most other instructors.

_____   *5. I engage in less movement while teaching than most other instructors.

_____   6. I sit in a student desk less than most other instructors when teaching.

_____   7. I use appropriate touch, for example a hand on the shoulder less than most other instructors when teaching.

_____   *8. I have a more relaxed body position while teaching than most other instructors.

_____   *9. I direct my body position more toward students while teaching than most other instructors.

_____   10. I stand in front of the classroom less than most other instructors while teaching.

_____   *11. I smile more during class than most other instructors.

_____   12. I dress less informally than most other instructors when teaching.

_____   *13. I engage in less eye contact with me when teaching than most other instructors.

_____   14. I spend less time with students before and after class than most instructors.

_____   15. I use appropriate touch, for example a hand on the shoulder more than most other instructors when teaching.

_____   16. Students discuss more in this class than in most other classes.

_____   *17. I am more vocally expressive while teaching than most other instructors.

_____   *18. I am more distant from students while teaching than most other instructors.

_____   *19. I direct my body position less toward students while teaching than most other instructors.

_____   *20. I gesture less while teaching than most other instructors.

_____   *21. I engage in more movement while teaching than most other instructors.

_____   22. I sit in a student desk more often than most other instructors while teaching.

_____   23. I dress more informally than most other instructors when teaching.

_____   24. I stand in front of the classroom more than most other instructors while teaching.

_____   *25. I am less vocally expressive while teaching than most other instructors.

_____   *26. I smile less during class than most other instructors.

_____   27. I spend more time with students before and after class than most other instructors.

*These items constitute the 15-item behavioral indicants of immediacy scale. To obtain an immediacy score, use this formula:

1. Total the response for the following scale items: 1, 4, 9, 11, 17, 21. Call this X.

2. Total the response for the following scale items: 3, 5, 13, 18, 19, 20, 25, 26. Call this Y.

3. Immediacy score = X – Y + 56= _____

Appendix G

Interview Guide

TA Interview Questions

1. What did you learn/find most useful from the training?

2. What have you implemented from the training?

3. How, if at all, has student response to you/your teaching been different since the training?

4. What challenges, if any, have you faced with implementing the behaviors discussed in the training?

5. What kinds of differences, if any, do you see in your students' performance/attitude in the classroom since the training?

6. What could be done to make the training more effective, both in the material and with the trainer?

Appendix H

Task Analysis: Teacher Immediacy & Supportive Classroom Environment

I.   Begin the semester by analyzing the students.
   a. Conduct demographic analysis.
      i. Use the information provided by the university.
      ii. Survey the class as you enter.
   b. Assess student attitude toward course.
      i. Allow students to identify attitudes and beliefs regarding you and the course through group discussion or other format.
   c. Assess the classroom and note impediments to your teaching.
      i. Ensure set up allows interaction between the students and the students and you.
      ii. If there are problems, request a room which will accommodate your needs.
II.   Use the entire first class period
   a. Allow your personality to show through especially during the first class.
   b. Clearly establish expectations you hold for students and those students should hold for you.
      i. E.G. on time behavior, office hours etc.
III.   Learn student names as quickly as possible.
   a. Use them regularly for all students.
IV.   In subsequent classes be sure to have structure to the day.
   a. Provide students with a set induction at the beginning of each class.
   b. Give variety to the methods with which you present material.
      i. If one form is dominant, surprise the class with a different form every once in a while.
   c. Come to class prepared with all materials necessary.
V.   Provide students with access to you.
   a. Encourage students to attend office hours or use email to contact you.
      i. When presenting these options, be sincere in your tone and delivery.
   b. Ensure you are always available during posted office hours and/or at appointments made with students.
   c. Be flexible with student schedules.
VI.   Allow for informal time with students before and after class.
   a. Ask questions of your students.
   b. Share something that is important to you (personal or work related).
VII.   Identify students with problems early and open communication with them.
   a. Email students who have not been attending regularly.
   b. Contact students who struggled on the first exam.
   c. Provide resources for struggling students.
      i. Office hours.
      ii. Suggest a study group.
VIII.   Check in with students through the semester to ensure your teaching is successful for them and solicit feedback for improvement.
   a. Use the Small Group Analysis method with a fellow teacher.
   b. Provide mid-semester review forms.

c. Use minute papers on a semi-regular basis asking students for feedback on the course and your teaching.

Appendix I

Training Outline: Using Teacher Immediacy and Creating a Supportive Classroom

Environment for Graduate Teaching Assistants

I. Understand Teacher Immediacy - Lecture
    a. Define Teacher Immediacy
        i. What is the general definition? (Mehrabian)
        ii. How does it get defined in a teaching context? (Christophel)
    b. Describe Nonverbal Forms (Andersen & Andersen)
        i. Identify behaviors
        ii. Provide examples of each behavior
    c. Describe Verbal Forms (Menzel & Carrell)
        i. Identify behaviors
        ii. Provide examples of each behavior
    d. Explain Learning Domains & Connection to Teacher Immediacy
        i. Identify and define Bloom's Taxonomy domains
        ii. Review literature of success in two domains
            1. Cognitive (Richmond, McCroskey, Kearney & Plax)
            2. Affective (Andersen; Witt, Wheeless & Allen)
II. Immediacy Situation – Activity
    a. Debrief after – Group Discussion
III. Understand Supportive Classroom Environments - Lecture
    a. Define Supportive Classroom Environments (Andersen et al.)
    b. Connect to Teacher Immediacy
    c. Describe how to establish a Supportive Classroom Environments (McKinney; Bailey)
IV. Bring them Together – Lecture & Group Discussion
    a. Provide Tips & Tricks (Bach)

Appendix J

Instructor Guide

Teacher Immediacy and Supportive Classroom Environments

Leah R. Johnson
Department of Communication Studies
University of Montana-Missoula
March 12, 2016

Teaching at its core is a communicative act.

Norton 1977 noted that "an effective teacher finds it easy to communicate with people."

Knowing the correlation with immediacy and effective teaching, it is important to begin to look as immediacy as a way of approaching teaching, not just a list of behaviors to try to accomplish.

Plan of Attack

- Define Teacher Immediacy
- Activity: Sample Situation
- Define Supportive Classroom Environment
- Activity: Sample Situation
- Bring it Together
- Activity: Create a Lesson
- Large Group Discussion
- Assessment

Training Objectives

1. Demonstrate 5 nonverbal and 5 verbal immediacy behaviors

2. Articulate the connection between teacher immediacy and a supportive classroom environment.

3. List three ways you will promote a supportive classroom environment.

4. Diagnose the extent that your classroom is a supportive environment and how your use of immediacy behaviors help or hinder that process.

Teacher Immediacy

Defining Immediacy

- Mehrabian in Psychology
  - Grounded in Approach-Avoidance Theory

- Perceived closeness between people that is achieved through language and communication

- Christophel (1990) students move toward (approach) classes they like

- Defined initial as the perceived closeness in relationships
- EG: a student who has been showing disinterest in the course may begin to enjoy it once an immediate relationship is established by the instructor

Types of Teacher Immediacy Behaviors

Verbal

- Humor

- Student Names

Nonverbal

- Proxemics
- Haptics
- Vocalics
- Kinesics
- Oculesics
- Classroom Environment
- Chronemics
- Dress

VERBAL
- Less research—more current
- Increase perceived learning and willingness to talk in class (Menzel & Carrell, 1999)
- Humor
  - Assists with supportive classroom
  - Lends to smiling and laughter—will discuss in nonverbal
  - Humor oriented engages students
- Use student names
  - Friendly style
  - Reflects caring
  - Engages students directly
  - Can increase out of class communication

NONVERBAL
- Proxemics – space between teacher & student
  - Open body language
  - Limit barriers
  - Be on student level
  - Communicates inclusion

- Haptics – physical touch
    - Hand on student's shoulder
    - Ensure in school/community norm
- Vocalics – voice inflections
    - Pitch, tempo, volume
    - Laughter
    - "uh-huh"
    - Lead to verbal immediacy behaviors
- Kinesics – teachers' body use
    - Smiling – reciprocal behavior, show caring
    - Head nods – provides feedback, instills confidence
    - Open body
    - Relaxed body
    - Gestures
- Oculesics – provide eye contact
    - Denotes warmth
    - Provides opportunity for communication
    - Thought that w/o this, immediacy cannot exist (Andersen and Andersen, 1982)
- Classroom environment – physical attributes of classroom
    - Move barriers as possible
    - Walk the classroom
    - Limit depth of students
- Chonemics – time
    - Use entire class period
    - Arrive early
    - Use time after class/before class
- Dress – Roach (1997)
    - Students believed instructors who appear more extroverted have more casual dress
    - GTAs benefit from more formal dress

Connection to Learning

- Learning domains
  - **Cognitive** – retention of knowledge
  - **Affective** – value or attitude toward subject
  - Behavioral – psychomotor skills
- Cognitive
  - Learning loss – amount of perceived learning by students
    - Substantially affected by immediacy behaviors
  - Need student motivation
- Affective
  - Student & teachers agree
  - Cross cultural

- Learning Domains
  - Based on Bloom
  - Focus for our purpose on Cognitive and Affective
- Cognitive
  - Richmond, McCroskey, Kearney & Plax introduced the concept of learning loss in 1987. This uses performance measures to understand the success of immediacy behaviors rather than perceptual measures alone.
  - High correlation
- Affective
  - Initial research here
  - Anderson pioneered the connection between this concept and instruction. She created an immediacy scale and found that there existed "a significant relationship between these teacher nonverbal immediacy behaviors and student's affective learning" according to Witt, Wheeless & Allen in 2004.
  - Found to cross cultures, however the behaviors exhibited adjust

Class with a non responsive group
Discuss ways to use immediacy behaviors to engage

Defining Supportive Classroom Environment

- Family

- Andersen et al. (1999)
  - Mutual respect attitude
  - Fostered by description, spontaneity, equality, provisionalism

When you think of a well functioning family, what qualities do they exhibit?
List qualities on board
Draw comparison between family & classroom
- Andersen
  - Mutual respect—obvious
  - Description – clear explanations e.g. class activity including detailed instructions on assignment
  - Spontaneity – e.g. adjusting order of activities
  - Equality – everyone to feel his/her voice heard and valued
  - Provisionalism – instructor keep an open mind, e.g. grading explanations as Katt & Collins notes describing a poor conclusion with "your conclusion could have been stronger"

Defining Supportive Classroom Environment

- McKinney's Five Components (1988)
  - Fairness
  - Application
  - Challenge
  - Entertainment
  - Service

- Bailey's Supportive Classroom Environment (1989)
  - Relationship building
  - Encouragement/reinforcement
  - Judgment

Fairness – grade equally, utilize similar discipline
Application – applying to "real life"
Challenge – allow them to struggle a little, set ceiling so high that they discover their ceiling
Entertainment – want them to be engaged
Service – show your students you care about what you are teaching

Relationship building is where all student ideas are recognized and encouraged. Learn names. Never isolate, humiliate or upset your student. Approaching the class with a positive attitude and continually giving your students encouragement and positive reinforcement will help even your most challenging students feel respected, and they may be less likely to challenge you. What you put into your class is generally what you get out of it, so when you approach your students with non-judgment and respect, they will be more likely to reciprocate those qualities.

Connect to family metaphor

Utilizing a Supportive Classroom Environment – Challenging Students

- Clear expectations

- Mutual respect

- Student driven learning

- Non judgmental or isolating

Now that we have defined what a supportive classroom environment is, we can look to how this will discourage students from challenging you as well as encourage student engagement.

Students who want to challenge you, will have less of a base to stand on by having laid out your expectations at the beginning of the semester. We recommend putting these expectations in your syllabus or course contract so when they try to challenge you, it is easy for you to refute their challenges.

Mutual respect will encourage students to engage in your class as they view themselves as a partner in their learning.

Our bottom line: clear expectations, mutual respect = supportive classroom allowing for student driven learning and discourages challenging students.

Activity

Sample Situation in Pairs (Switch buddies!)

Much of these behaviors occur on the first day.
What can you do to make the first day of class an establishment of a SCE?

Tips & Tricks

- Mutual respect discussion on Day 1
- Fill your class periods
- Incorporate humor
- Self-disclose as able
- Encourage student participation
- Learn student names
- Set high expectations and communicate this with your students
- Be available when you say you will & make that often

Mini class!
BO1 – Demonstrate 5 nonverbal and 5 verbal immediacy behaviors
BO2 – Articulate connection between immediacy and a supportive classroom environment

Group Discussion

BO4 – Diagnose extent their classroom is a supportive environment and how their use of immediacy behaviors help or hurt that

Thank you!

Appendix K

Participant Guide

Participant Guide

University of Montana

Graduate Teaching Assistants: Teacher Immediacy and Supportive Classroom Environments

Leah R. Johnson

Department of Communication Studies

March 12, 2016

Table of Contents

3/8/2016

Teacher Immediacy and Supportive Classroom Environments

Leah R. Johnson
Department of Communication Studies
University of Montana-Missoula
March 12, 2016

Plan of Attack

- Define Teacher Immediacy
- Activity: Sample Situation
- Define Supportive Classroom Environment
- Activity: Sample Situation
- Bring It Together
- Activity: Create a Lesson
- Large Group Discussion
- Assessment

3/8/2016

Training Objectives

1. Demonstrate 5 nonverbal and 5 verbal immediacy behaviors
2. Articulate the connection between teacher immediacy and a supportive classroom environment.
3. List three ways you will promote a supportive classroom environment.
4. Diagnose the extent that your classroom is a supportive environment and how your use of immediacy behaviors help or hinder that process.

Teacher Immediacy

Defining Immediacy

- Mehrabian in Psychology
  - Grounded in Approach-Avoidance Theory

- Perceived closeness between people that is achieved through language and communication

- Christophel (1990) students move toward (approach) classes they like

2

3/8/2016

Types of Teacher Immediacy Behaviors

Verbal	Nonverbal
• Humor	• Proxemics
	• Haptics
• Student Names	• Vocalics
	• Kinesics
	• Oculesics
	• Classroom Environment
	• Chronemics
	• Dress

Connection to Learning

- Learning domains
  - Cognitive – retention of knowledge
  - Affective – value or attitude toward subject
  - Behavioral – psychomotor skills
- Cognitive
  - Learning loss -- amount of perceived learning by students
    - Substantially affected by immediacy behaviors
  - Need student motivation
- Affective
  - Student & teachers agree
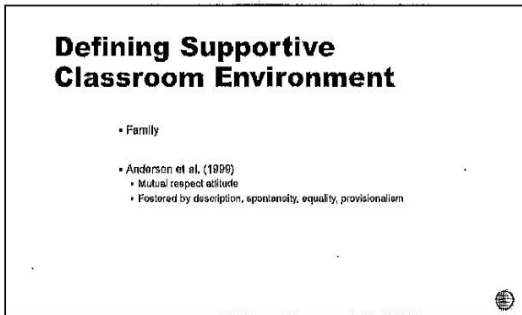 - Cross cultural

Activity

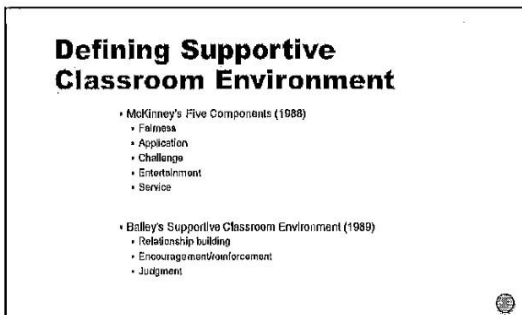Sample Situation with Partner

Supportive Classroom Environments

Defining Supportive Classroom Environment

- Family

- Anderson et al. (1999)
  - Mutual respect attitude
  - Fostered by description, spontaneity, equality, provisionalism

Defining Supportive Classroom Environment

- McKinney's Five Components (1988)
  - Fairness
  - Application
  - Challenge
  - Entertainment
  - Service

- Bailey's Supportive Classroom Environment (1989)
  - Relationship building
  - Encouragement/reinforcement
  - Judgment

3/8/2016

Utilizing a Supportive Classroom Environment – Challenging Students

- Clear expectations

- Mutual respect

- Student driven learning

- Non judgmental or isolating

Activity

Sample Situation in Pairs (Switch buddies!)

Bring it Together

3/8/2016

Tips & Tricks

- Mutual respect discussion on Day 1
- Fill your class periods
- Incorporate humor
- Self-disclose as able
- Encourage student participation
- Learn student names
- Set high expectations and communicate this with your students
- Be available when you say you will & make that often

Activity

Create a Lesson

Group Discussion

3/8/2016

Assessment

Thank you!
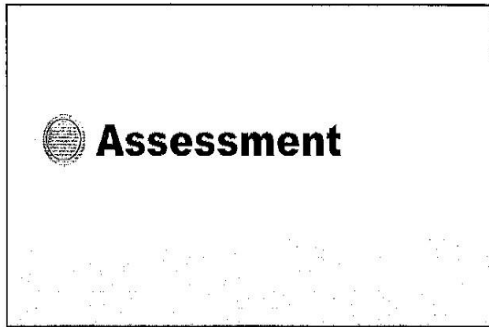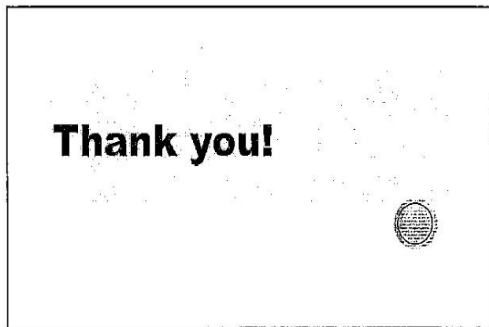
Role Play Situations A

You are an instructor in a class with 30 students. It is the fifth week of the semester and a majority of the class is non-responsive to your attempts to engage them during class. Discuss ways to mediate this and bring your students to discussion based on the immediacy behaviors you have just learned.

Role Play Situations B

Knowing what you have done on the first day of class previously and the ways to establish a supportive classroom environment just discussed, discuss ways to change your approach to the first day of class to begin your establishment of a supportive classroom environment.

<u>**Training Assessment**</u>

Instructions: Please take a few minutes to complete this assessment of the training session.

1. List three ways you will promote a supportive classroom environment

         a. _____

         b. _____

         c. _____

2. How do you define teacher immediacy?

Directions: For each item, circle the number that reflects your level of agreement.

1. Learning objectives were clear.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

2. Training content was interesting.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

3. Training content was relevant to my job.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

4. Participant guide was organized well.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

5. Experiential learning activities were appropriate.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

6. There was adequate balance among lecture, experiential activities, and group discussion.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

9

7. Trainer was organized.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

8. Trainer was clear and articulate.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

9. Trainer was expressive and energetic.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

10. Trainer answered our questions satisfactorily.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

11. Trainer integrated our life experiences into training program.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

12. I would recommend this training program to my colleagues.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

13. I would attend another pedagogy training for Graduate Teaching Assistants.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

14. I would recommend this trainer to my colleagues.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

*Adapted from Beebe, Mottet & Roach (2013).

10

Selected References

Allen, Witt, & Wheeless. (2006). The role of teacher immediacy as a motivational factor in

    student learning: Using meta-analysis to test a causal model. *Communication Education,*

    55(1), 21-31. doi:10.1080/03634520500343368

Andersen, J., Nussbaum, J., Pecchioni, L., & Grant, J. (1999). Interaction skills in instructional

    settings. In A. Vangelisti, J. Daly & G. Friedrich (Eds.), *Teaching communication: Theory,*

    research, and methods (2nd ed.) (pp. 359-374). Mahwah, NJ: Erlbaum.

Andersen, P., & Andersen, J. (1982). Nonverbal immediacy in instruction. In L. L. Barker (Ed.),

    Communication in the classroom (pp. 98-120). Englewood Cliffs, NJ: Prentice-Hall.

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives*. New York, NY: David McKay

    Company, Inc.

Burroughs, N. F. (2007). A reinvestigation of the relationship of teacher nonverbal immediacy

    and student compliance-resistance with learning. *Communication Education, 56*(4), 453-

    475.

Buskist, W. (2000). Faculty forum: Common mistakes made by graduate teaching assistants and

    suggestions for correcting them. *Teaching of Psychology, 27*(4), 272-284.

Christophel, D. M. (1990). The relationships among teacher immediacy behaviors, student

    motivation, and learning. *Communication Education, 39*(4), 323-340.

Dorn, D. S. (1987). The first day of class: Problems and strategies. *Teaching Sociology, 15*(Jan87), 61-72.

Friedrich, G., & Cooper, P. (1990). The first day. In J. Daily, G. Friedrich & A. Vangelisti (Eds.), *Teaching communication: Theory, research, and methods* (pp. 237-246). Hillsdale, NJ: Erlbaum.

Frymier, A. B. (1994). A model of immediacy in the classroom. *Communication Quarterly, 42*(2), 133-144. Retrieved from http://search.proquest.com/docview/216475464

Frymier, A. B. (2012). TRIP-turning research into instructional practice: Instructor immediacy. Retrieved from http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Virtual_Faculty_Lounge/PDF-TRIP-Instructor_Immediacy.pdf

Frymier, A. B., Wanzer, M. B., & Wojtaszczyk, A. M. (2008). Assessing students' perceptions of inappropriate and appropriate teacher humor. *Communication Education, 57*(2), 266-288.

Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education, 37*(1), 40-53.

Gorham, J., & Christophel, D. M. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education, 39*(1), 46-62.

Gorham, J., Cohen, S. H., & Morris, T. L. (1997). Fashion in the classroom II: Instructor immediacy and attire. *Communication Research Reports, 14*(1), 11-23.

Jaasma, M., & Koper, R. (1999). The relationship of student-faculty out-of-class communication

    to instructor immediacy and trust and to student motivation. *Communication Education,*

    48(1), 41-47. doi:10.1080/03634529909379151

Katt, J., & Collins, S. (2009). The effects of provisionalism and verbal immediacy in written

    student assessments on student motivation and affective learning. *Conference Papers --*

    National Communication Association.

Kelley, D. H., & Gorham, J. (1988). Effects of immediacy on recall of information.

    Communication Education, 37(3), 198-207. Retrieved from

    http://gateway.proquest.com/openurl?ctx_ver=Z39.88-

    2003&xri:pqil:res_ver=0.2&res_id=xri:ilcs-us&rft_id=xri:ilcs:rec:abell:R02660412

King, P., & Witt, P. (2009). Teacher immediacy, confidence testing, and the measurement of

    cognitive learning. *Communication Education, 58*(1), 110-123.

Kramer, M. W., & Pier, P. M. (1999). Students perceptions of effective and ineffective

    communication by college teachers. *Southern Communication Journal, 65*(1), 16-33.

Mehrabian, A. (1981). *Silent messages* (2nd ed.). Belmont, CA: Wadsworth.

Neilson, L. B. (2003). *Teaching at its best: A research-based resource for college instructors.*

    Boston, MA: Anker Publishing.

Norton, R. W. (1977). Teacher effectiveness as a function of communicator style. In B. D. Ruben

    (Ed.), *Communication Yearbook I* (pp. 561-583). New Brunswick, NJ: Transaction Books.

Nussbaum, J. F. (1992). Effective teaching behaviors. *Communication Education, 41*(2), 167-
180.

Richmond, V. P., McCroskey, J. C., Kearney, P., & Plax, T. G. (1987). Power in the classroom
VII: Linking behavior alteration techniques to cognitive learning. *Communication
Education, 36*(1), 1-12. doi:10.1080/03634528709378636

Richmond, V., Gorham, J., & McCroskey, J. (1987). The relationship between selected
immediacy behaviors and cognitive learning. *Communication Yearbook, 10*, 574-590.

Roach, D. K. (1997). Effects of graduate teaching assistant attire on student learning,
misbehaviors, and ratings of instruction. *Communication Quarterly, 45*(3-Summer), 125-
141.

Rodriguez, J., Plax, T., & Kearney, P. (1996). Clarifying the relationship between teacher
nonverbal immediacy and student cognitive learning: Affective learning as the central causal
mediator. *Communication Education, 45*(4), 293-305. Retrieved from
http://gateway.proquest.com/openurl?ctx_ver=Z39.88-
2003&xri:pqil:res_ver=0.2&res_id=xri:ilcs-us&rft_id=xri:ilcs:rec:abell:R03192364

Sallinen-Kuparinen, A. (1992). Teacher communicator style. *Communication Education, 41*(2),
153-166.

Sanders, J., & Wiseman, R. (1990). The effects of verbal and nonverbal teacher immediacy on
perceived cognitive, affective, and behavioral learning in the multicultural classroom.
Communication Education, 39(4), 343-353. Retrieved from

http://search.proquest.com/docview/1310244651

Sibii, R. (2010). Conceptualizing teacher immediacy through the 'companion' metaphor. *Teaching in Higher Education, 15*(5), 531-542. doi:10.1080/13562517.2010.491908

Suinn, R. (2014). Teaching culturally diverse students. In M. D. Svinicki, & W. J. McKeachie (Eds.), *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers, (14th ed.)* (pp. 150-171). Belmont, CA: Wadsworth.

Teven, J. J., & Gorham, J. (1998). A qualitative analysis of low-inference student perceptions of teacher caring and non-caring behaviors within the college classroom. *Communication Research Reports, 15*(3), 288-298.

Teven, J., & Herring, J. (2005). Teacher influence in the classroom: A preliminary investigation of perceived instructor power, credibility, and student satisfaction. *Communication Research Reports, 22*(3), 235-246. doi:10.1080/00036810500230685

Wanzer, M. B. (1998). An exploratory investigation of student and teacher perceptions of student-generated affinity-seeking behaviors. *Communication Education, 47*(4), 373-382.

Wanzer, M., & Frymier, A. (1999). The relationship between student perceptions of instructor humor and students' reports of learning. *Communication Education, 48*(1), 48-62. doi:10.1080/03634529909379152

Wheeless, V. E., Witt, P. L., Maresh, M., Bryand, M. C., & Schrodt, P. (2011). Instructor credibility as a mediator of instructor communication and students' interest to persist in

15

college. *Communication Education, 60*(3), 314-339.

Wiener, M., & Mehrabian, A. (1968). *Language within language: Immediacy, a channel in verbal communication*. New York, New York: Appleton-Century-Crofts.

Witt, Wheeless, & Allen. (2004). A meta-analytical review of the relationship between teacher immediacy and student learning. *Communication Monographs, 71*(2), 184-207. doi:10.1080/036452042000228054

Worley, D., Titsworth, S., Worley, D. W., & Cornett-DeVito, M. (2007). Instructional communication competence: Lessons learned from award-winning teachers. *Communication Studies, 58*(2), 207-222.

Appendix L

Multi-Column Training Plan

Training Content	Materials Needed	Time	Notes

Introductions
  Introduce trainer
   Provide contact information
  Ask trainees to introduce selves
   How long teaching?
   Interesting fact
   Motivation for attendance
	PowerPoint
	Participant Guide
		5 minutes
		(9:00-9:05am)
			Use introduction as part of the assessment of how trainees feel their student survey results are

Agenda
  Review plan
  Thank for classroom entry
	PowerPoint
	Participant Guide
		2 minutes
		(9:06-9:08am)
			See notes in PowerPoint

Video Clip Icebreaker to engage trainees through humorous example	Computer Video Clip on YouTube of Farris Buller's Day Off	5 minutes (9:09-9:14am)	See notes in PowerPoint
Training Objectives Review objectives to ensure trainees know why they are here	PowerPoint Participant Guide	5 minutes (9:15-9:20am)	See notes in PowerPoint

Immediacy
  Define Immediacy
  Describe verbal & nonverbal
  Explain connection to learning domains (cognitive and affective)
	PowerPoint
	Participant Guide
		12 minutes
		(9:21-9:33am)
			See notes in PowerPoint

Activity #1 Role play situations to practice use of immediacy behaviors	PowerPoint Participant Guide (Role Play Situations A, page 8)	10 minutes (9:34-9:44am)	Pair trainees with those not in department, one triad
De-Brief Activity #1 Questions to gage understanding and issues found		3 minutes (9:45-9:48am)	

Supportive Classroom Environments
  Define SCE
  Connect to Immediacy
  Explain how to establish SCE
	PowerPoint
	Participant Guide
		10 minutes
		(9:49-9:50am)
			See notes in PowerPoint

Activity #2	PowerPoint	12 minutes (9:51-10:03am)	Different pairing/triads

Role play situation to engage establishment of SCE on Day 1	Participant Guide (Role Play Situations B, page 8)		
Break		6 minutes (10:04-10:10am)	

Bring it all Together
    My tips
    Betsy's tips
    Creation of group tips
	PowerPoint Microsoft Word	10 minutes (10:11am-10:21am)	See notes in PowerPoint

Activity #3 Role play situation to create mini class on SCE and Immediacy	PowerPoint Participant Guide	20 minutes (10:22-10:42am)	Two groups, rotating who works together
Activity #4 Large group discussion on learning to gauge how they feel their class is	PowerPoint	8 minutes (10:43-10:51am)	See notes in PowerPoint

Wrap-Up
    Review concepts
    Answer questions
    Complete surveys
	PowerPoint Participant Guide (Training Assessment, page 9)	3 minutes (10:52-10:55am)	See notes in PowerPoint