The improvement of the student-teacher relationship using a monitoring methodology of the values hierarchy, interests and behaviours of students

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In the transition to the knowledge-based economy, in which the wealth and power are derived more from the possession of knowledge rather than the material and financial resources, the role of databases as structural component of intellectual capital becomes very important. The fact that they store data related to partners, being also a relationship component of the intellectual capital, gives them a dual role for the any type of organization, including educational institutions.

We believe that education is the pillar of today's human society, and, as teachers, we consider it's a challenge to design new and more efficient ways of teaching. Even though the importance of education is widely recognized, we often lose sight of the main pawn: our students, who are the main beneficiaries. The development of an efficient, positive, interactive and mutually satisfactory relationship, indispensable for an effective education, is based on a continuous process of complete and specific knowing of the students, of their values, interests and behaviours.

From the premise that academic work is necessary to respond to the needs of the students, on one side, and the needs of the workforce market on the other side, in this paper we aim to develop a monitoring methodology which should capture the changes in the hierarchy of values and interests of our students. The purpose of this monitoring methodology is to create links between what students expect and what we, as teachers, offer. Databases designed in order to permit the identification of the opportunities offered by the creation of this kind of relationships with the students, represent, in our opinion, an essential instrument for the educator.

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