

# UD COE Inclusive Teaching Workshop Series: Interactions with Peers and Faculty

## The Takeaways

- Student-student and faculty-student interactions are two of the most important factors for student success and satisfaction in college, impacting academic performance.
- Faculty strategies can promote positive student-student and faculty-student interactions.

## Fast Facts

### Student-Student Interactions

- Students who **study/collaborate with peers**, combining social and academic life [1], are more likely to persist in STEM [2], have increased engagement in courses [3], and feel a greater sense of belonging [4], [5].
- Students' involvement in **clubs or organizations** related to their STEM major can significantly improve their likelihood of persisting in the major [2].

### Faculty-Student Relationships

- Frequent interactions with faculty is the **#1 factor** most strongly related to students' satisfaction with all aspects of college [6].
- **Instructor-student rapport** is associated with student motivation, engagement, and sense of belonging [7], [8].
- **Academic integration**-- a student's academic performance and connection to the faculty and intellectual aspects of college [9]-- positively affects self-efficacy, which positively affects students' effort and critical thinking; however, faculty distance decreases students' self-efficacy, confidence, and GPA [10].
- Student participation in faculty-advised **undergraduate research** increases their likelihood of persisting in STEM [2].

## Teaching Tips

- Eliminate “survival-of-the-fittest mentality” and intimidation tactics [10]
- Apply active and cooperative learning techniques and discussions in class [3], [10], [11]
- Address students by name [8]
- Encourage study groups & allow students to work together outside of class [1], [11]-[13]
- Be approachable (use personal examples or experiences had outside of class) and accessible: informal before/after class conversations, out-of-class help sessions, office hours, and mentoring [3], [8], [10], [13], [14]
- Encourage student questions and participation and use them to guide the lesson; adopt the mantra “there is no such thing as a question that is too elementary” [3], [7], [8]
- Build trust and rapport via verbal and nonverbal communication [8], [14]
- Provide feedback on students' individual work through comments on assignments [8]
- Ask for and address student feedback; incorporate mid-semester course feedback
- Ask a colleague/CTAL to observe and provide feedback on interactions in your class



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## Mentoring/Advising Tips

- Encourage students to join major-related student groups [2]
- Encourage students to pursue undergraduate research [2], [10]
- Let students get to know you and show an interest in them as individuals [10], [14]

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