

Student and Faculty Perceptions of Ineffective Teaching Behaviours



Morgan Chapman
Lynne N. Kennette
Durham College, Oshawa, Ontario



Funding: SoTL Project Program, Centre for Teaching and Learning, Durham College

Background	Methods	Results	Discussion																																																																								
<p>What students consider “poor teaching” is not as well understood as best practices. Canadian college students are also an understudied population in general.</p> <p>Busler et al. (2017) asked, “what constitutes poor teaching?” and compiled 17 “bad” teaching behaviours in the USA. Replicated by Liu et al. (2020) in China.</p> <p>We wondered whether Canadian college students would show similar patterns as their American university counterparts.</p>	<p>Participants Students at Durham College. N = 39, recruited from GNEC courses; 52% female; average age 20.7years.</p> <p>Materials and Procedure Online surveys asked participants to select top 5 worst teaching behaviours from list generated by Busler et al (2017).</p> <p>Also asked which are most/least frequently occurring at DC.</p>	<p>Significant correlation between worst behaviours and most frequent ($r_r = .543, p < .01$)</p> <p>Ranks</p> <table border="1" data-bbox="1261 621 1872 1249"> <thead> <tr> <th></th> <th>Overall</th> <th>Most</th> <th>Least</th> </tr> </thead> <tbody> <tr><td>Disrespectful</td><td>1</td><td>12.5</td><td>3</td></tr> <tr><td>Not knowledgeable</td><td>2</td><td>2</td><td>10</td></tr> <tr><td>Not accessible</td><td>3</td><td>1</td><td>13.5</td></tr> <tr><td>Poor communication skills</td><td>4.5</td><td>6</td><td>6</td></tr> <tr><td>Unrealistic high expectations</td><td>4.5</td><td>5</td><td>12</td></tr> <tr><td>Inflexible</td><td>7</td><td>3</td><td>10</td></tr> <tr><td>No feedback</td><td>7</td><td>10</td><td>4.5</td></tr> <tr><td>Not confident</td><td>7</td><td>15</td><td>1.5</td></tr> <tr><td>Unfair to students</td><td>9</td><td>4</td><td>13.5</td></tr> <tr><td>Poor teaching attitude</td><td>10</td><td>8</td><td>15</td></tr> <tr><td>Poor teaching skills</td><td>12</td><td>8</td><td>10</td></tr> <tr><td>Poor time management</td><td>12</td><td>11</td><td>1.5</td></tr> <tr><td>Unengaging</td><td>12</td><td>8</td><td>7</td></tr> <tr><td>Irrelevant course content</td><td>14.5</td><td>14</td><td>8</td></tr> <tr><td>Unethical</td><td>14.5</td><td>12.5</td><td>4.5</td></tr> <tr><td>Unorganized</td><td>16.5</td><td>16.5</td><td>16.5</td></tr> <tr><td>Unprepared</td><td>16.5</td><td>16.5</td><td>16.5</td></tr> </tbody> </table>		Overall	Most	Least	Disrespectful	1	12.5	3	Not knowledgeable	2	2	10	Not accessible	3	1	13.5	Poor communication skills	4.5	6	6	Unrealistic high expectations	4.5	5	12	Inflexible	7	3	10	No feedback	7	10	4.5	Not confident	7	15	1.5	Unfair to students	9	4	13.5	Poor teaching attitude	10	8	15	Poor teaching skills	12	8	10	Poor time management	12	11	1.5	Unengaging	12	8	7	Irrelevant course content	14.5	14	8	Unethical	14.5	12.5	4.5	Unorganized	16.5	16.5	16.5	Unprepared	16.5	16.5	16.5	<p>Relationship between what students perceive to be the worst behaviours and the most frequent could be a result of availability bias and/or be more emotionally salient.</p> <p>No other significant correlations. All agree “disrespect” is the worst teaching behaviour. College students appear to be unique from university samples (USA, China). Pandemic may have an impact on student perceptions.</p>
	Overall	Most	Least																																																																								
Disrespectful	1	12.5	3																																																																								
Not knowledgeable	2	2	10																																																																								
Not accessible	3	1	13.5																																																																								
Poor communication skills	4.5	6	6																																																																								
Unrealistic high expectations	4.5	5	12																																																																								
Inflexible	7	3	10																																																																								
No feedback	7	10	4.5																																																																								
Not confident	7	15	1.5																																																																								
Unfair to students	9	4	13.5																																																																								
Poor teaching attitude	10	8	15																																																																								
Poor teaching skills	12	8	10																																																																								
Poor time management	12	11	1.5																																																																								
Unengaging	12	8	7																																																																								
Irrelevant course content	14.5	14	8																																																																								
Unethical	14.5	12.5	4.5																																																																								
Unorganized	16.5	16.5	16.5																																																																								
Unprepared	16.5	16.5	16.5																																																																								

References

- Busler, J., Kirk, C., Keeley, J., & Buskist, W. (2017). What constitutes poor teaching? A preliminary inquiry into the misbehaviors of not-so-good instructors. *Teaching of Psychology*, 44(4), 330-334. <https://doi.org/10.1177/0098628317727907>
- Liu, S., Keeley, J. W., & Buskist, W. (2020). What constitutes poor teaching? Perspectives from Chinese college students. *Teaching of Psychology*, 47(1), 58–62. <https://doi.org/10.1177/0098628319888091>