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Exploring Instructor Evaluation, Affective Learning, and Teacher Credibility in International Classrooms

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- A brand new university, since January 2018
- Multi-campus university: 12 campus sites, 8 in the Netherlands + 4 overseas (Indonesia, Qatar, Thailand, South Africa)
- Approx. 23,000 students, over 90 nationalities
- Ambition: to provide all students and staff with an international and intercultural context



IBMS Top of Holland



- Collaboration of the universities of applied sciences in Leeuwarden, since 2002
- 4-year BBA degree, 420 students, 48% international
- Internationalisation a key focus area since 2013 -> holistic approach



- Mission:

“In the IBMS programme we aspire to prepare our graduates for the rapidly changing social, economic and environmental conditions of the communities in which they will live and work. Upon graduation, they will be interculturally competent and ethically responsible professionals who are able to competently deal with, and confidently meet, the challenges posed by today’s increasingly globalised world”

International Classrooms

What's in a name?

- Diverse student population
- Diverse cultural and academic backgrounds
- Interaction between students and teachers

Benefit

- Enriching learning experience for students and teachers

Challenge

- A different skills and mind set required from a teacher compared to teaching homogeneous groups of students.

Misconceptions

Student – Teacher Incongruence

- A difference between student and teacher in terms of: race, ethnicity, linguistic background
- Prior research has found that Student – Teacher Incongruence may lead to:
 - Indirect grading bias (Ewijk, 2011)
 - Lower expectations (Ewijk, 2011)
 - Cultural misunderstanding, intergroup bias (Thijs, Westhof and Koomen, 2012)
 - Teachers feeling self-efficacious with ethnic minority students (Geerlings, Thijs, Verkuyten, 2018)
- Students perform better with same race/ ethnicity teachers (Egalite, Ikisida and Winters, 2015)

Teacher Credibility and Behaviour

Important factors in establishing teacher credibility:

- A safe classroom environment
- Strong rapport and trust between teacher and student
- Effective communication and active participation (inclusivity)
- Nonverbal immediacy behaviours

Immediacy behaviours have an impact on the teacher's credibility

Affinity seeking measures positively influences affective learning

Affective Learning

- Affect towards content:
 - Perception of content of the class in terms of goodness, fairness, positivity

- Affect towards classes and its content:
 - Likelihood of future courses in a similar content areas

Hypotheses

- H1: There is a positive and significant correlation between teacher credibility and affective learning
- H2: There is a positive and significant correlation between teacher nonverbal immediacy behaviours and affective learning
- H3: There is a positive and significant correlation between teacher nonverbal immediacy behaviours and teacher credibility
- H4a: There is a relationship between student-teacher incongruence and teacher credibility
- H4b: There is a relationship between student-teacher incongruence and affective learning

Measures

- **Affective learning** (McCroskey, 1994)
- **Teacher credibility** (McCroskey and Teven, 1999):
 - a) Competence
 - b) Trustworthiness
 - c) Caring/ goodwill
- **Immediacy behaviours**, Nonverbal Immediacy Scale Observer Report (NIS-O) by Richmond, McCroskey and Johnson, 2003)

Participants

- Total sample: 183 students, in years 1-3 in International Business & Management Studies
- Surveys collected in Spring and Fall of 2017

Item	Percentage (%)	Mean	Std. Dev.	Min	Max
<i>Sex</i>					
Female	43.2				
Male	56.8				
<i>Nationality</i>					
Dutch	41.5				
German	19.1				
Indian	4.9				
Chinese	2.7				
Spanish	2.7				
Hungarian	2.2				
Turkish	2.2				
Others	24.6				
<i>Age (in years)</i>		21.6	2.5	18	34

Validity of Measures

Factors	Cronbach's α
<i>Teacher Credibility</i>	
Competence	0.88
Trustworthiness	0.85
Caring/Goodwill	0.84
<i>Affective Learning</i>	
Affect towards content	0.71
Affect towards classes in this content	0.89
<i>Nonverbal Immediacy</i>	0.54

- Non verbal immediacy unreliable, so H2 and H3 could not be tested

Teacher Credibility and Affective Learning

	Trustworthiness	Caring/Goodwill	Affect towards content	Affect toward classes in this content
Competence	0.55**	0.76**	-0.07	-0.04
Trustworthiness		0.73**	-0.05	0.04
Caring/Goodwill			0.04	0.04
Affect towards content				0.17*
Affect toward classes in this content				

** $p < 0.01$ (2-tailed) ; * $p < 0.05$ (2-tailed)

Student – Teacher Incongruence, Teacher Credibility and Affective Learning

- Mean comparison between student groups based on:
 - 1) Same ethnic background with teacher
 - 2) Same native language
 - 3) Same nationality

- No significance found between the student groups for both:
 - a) teacher credibility (competence, trustworthiness, caring/ goodwill)
 - b) affective learning (affect towards content and affect towards classes and this content)

Conclusions

- Reliability of measures:
 - a) Greater internal consistency was found for the measures of teacher credibility and affective learning
 - b) Non-verbal immediacy measures were found not to be reliable
- No significant relationship was found between teacher credibility and affective learning (no support for H1)
- No support was found for H4a and H4b, meaning that student-teacher incongruence (in terms of ethnicity, language and nationality) does not play a role in teacher credibility and affective learning

Limitations and Further Research

- Very diverse student groups (from 35 countries), large variety of native languages
- Sample size needs to be expanded for reliability
- Limit analysis to two or three ethnic (student) groups to obtain more valid generalisations
- Scope to develop and evaluate a measurement tool for affinity seeking behaviours (both verbal and non-verbal) adopted by teachers in an international classroom

**Thank you for
your attention**



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