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**“Teaching Students about Psychological Research Methods by Examining
the Development of Professor-Student Rapport.”**

When students and professors mutually like and care about each other, also known as professor-student rapport, a long list of positive student outcomes are more likely to occur. Increased learning, higher grades, better retention, more engagement in academics, and more fulfillment in their post-college careers exemplify the importance of building positive interpersonal relationships with students. Similarly, engaging students in high-impact educational practices such as mentored research predicts all of the above outcomes as well. Thus, the proposed study will incorporate a classroom-based research experience in a year-long Experimental Psychology course in which students will collect, analyze, and present data on the development of professor-student rapport. During the Fall semester, students will conduct literature reviews and correlational analyses on a cross-section of the dataset. Students will also begin assisting in data collection at the semester midpoint. During the Spring semester, the research process will be further scaffolded by teaching the students statistical analyses on the full dataset. Finally, students will write up and present their work at a research conference. The research design, data analytic, and presentation skills the students will hone in this class are all incredibly desirable skills in the workforce and at psychology graduate programs.