**Professor and Student Interview**

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Each individual has wants and aspirations. In education, a few concepts are used to teach about desires. Abraham Maslow's hierarchy of needs is among the ideas of the most well-known need. Scholars at college experience various demands, not all easily articulated. Several of the fundamental student requirements for success include self-control, timekeeping, and studying. Additionally, students deserve emotional and spiritual assistance from educational authorities to these demands. As such, this piece will examine a professor's discussion with a scholar, a student's conversation with a professor, a researching strategy outline, and a reflection.

**Professor's interview**

**Demographics**

The interview concerns Sarah White Johnson, a lecturer at the University of Michigan. She has taught communication techniques and business ethics at the institution for ten years. The lecturer is a family friend I've recognized since my youth. She is one of my most fantastic friend and acts more like a mom.

**Interview**

**Question 1**

I worked as a college lecturer in Charlotte, North Carolina, as a full-time police captain for ten years. I instructed students in law, administration, communication, and self-defense. I resigned from police enforcement and am now the proprietor of a convenience shop. I've operated my company for four years while instructing at my present job. I started lecturing at the University of Michigan 10 years ago, where I now lecture Business Ethics and Interpersonal Communication Skills. My 20 years of expertise and connection with various people have aided in my efficiency as an educator.

**Question 2**

Maintaining student engagement is critical for successful classroom conversation. Dialogue preparation is crucial because it fosters understanding and camaraderie in the educational setting. I schedule important moments to pause and ask concerns built on each other via discussion to connect and reinforce the lesson. It is critical to schedule significant points throughout the lecture for pauses.

**Question 3**

Having a judgment-free environment is critical while teaching. With judgment, many negative consequences occur, including students' fear of asking concerns they genuinely should. Each term, I review obligations, which comprise the curriculum and classroom aspirations, and I emphasize over and again the significance of a judgment-free class and that anything other will not be permitted. It is critical for students entering the legal field to understand that they might not always rule with judgments. I have not lectured digitally; I have only lectured in a face-to-face setting. If I taught digitally, I would begin with the exact sentiments; judgment has no purpose in the educational background. Additionally, being straightforward, upfront, and sincere with kids is critical since they value it the most. Additionally, I keep in mind that I am educating individuals from many aspects of life, bringing unique insights to the learning setting.

**Question 4**

As ridiculous as it might seem, positive reinforcement is quite effective! I have been recognized to assist individuals who make a concerted attempt to get apprenticeships and real-life skills, critical elements of the educational process. At the start of the semester, I urge students to put out their academic objectives. I review and keep watch of them. I use private e-mail to check in with learners to confirm they are on course and responsible for their dreams. I also send e-mails to difficult kids. I invite them to consult with me for help. I communicate with students through e-mail to ensure their data is kept confidential. Nobody wants their company to be known, mainly if they are in financial difficulty. The subject must be meaningful to the students to increase student enthusiasm. Additionally, the staff must be current! Current patterns, current challenges, and, if you utilize illustrations, they should be present as well.

**Question 5**

Reaching out and giving assistance contributes significantly to developing a healthy connection. I send e-mails to challenging students, inviting them to connect with me for help. I communicate with students through e-mail to ensure their data is kept confidential. I emphasize that I wish to assist them without passing judgment. That always aids in altering the student's path. Individuals like to know that others are concerned.

**Question 6**

Oh, technological marvels! I possess a love-hate connection with computers as a lecturer. On-campus, innovation is undeniably pervasive. We have a file camcorder, a digital board, tablets, and most kids bring their computers to class. Students now have easier access to information due to technological advancements. They now submit coursework electronically rather than on loose-leaf papers. Students nowadays must be well-versed in computers. I emphasize the necessity of understanding how to conduct academic searches via Google searches and being familiar with Windows tools.

**Question 7**

Networking with colleagues and affiliations in professional organizations as a lecturer is beneficial. Furthermore, it is critical to establish rapport with your students. I've attended two scholarly conferences, both of which were quite educational. I am also willing to explore new ideas if they have shown benefits for kids.

**Question 8**

Addressing the destiny of the legal professions excites me beyond belief. I like witnessing kids grasp the significance of studying and making the text-to-real-world link.

**Question 9**

Several of the difficulties I encountered when lecturing in college were instructing a new class after being used to teaching a cohort that had graduated. I need to understand these incoming students and overlook the last class. The assistance that I have received so far has been requesting assistance from other instructors to comprehend these new students better. Additionally, I would want guidance in dealing with obnoxious students. I have difficulty coping with unpleasant students and suspending them from my lectures, afterward feeling awful about their absence.

**Question 10**

Avoid being overwhelmed! It's natural to feel frightened by the prospect of training a more significant number of people. Take your time building relationships with the students; you will not be sorry. Take time to pay heed to kids and involve them in class discourse. You and the learners will acquire more and get more involved during class discussions. Never make assumptions or pass judgment on students. Learners come from diverse backgrounds, but they have all been assigned to you. Take some time to assist those in need; you may be their only hope.

**Student interview**

**What motivated you to pursue your educational pursuits?**

I saw my single mom's suffering as a little kid. She lacked a college degree, and I saw that this was not my desired future. Continuing and finishing university was a no-brainer in my view.

**How do you balance school responsibilities with other responsibilities?**

Working, attending school, and caring for family obligations may be pretty stressful. It is excellent to create and adhere to a timetable; this helps you figure out when you can fulfill all of your commitments. Making time to study and accomplish homework throughout your workday is a brilliant idea.

**What were the difficulties you encountered as a first-year undergraduate? How might these issues have been resolved more favorably for you?**

College required a transition from secondary school, but it was challenging. I most certainly needed to adapt my time organization methods due to the timetable change from high school. I needed to utilize a planner to organize my coursework and other tasks to guarantee efficiency. I also battled emotionally during the conclusion of my first term of school, when I chose to alter my degree, which ended in homesickness. I also took an Honors course that pushed me since I was not too fond of the topic, and the instructor was my worst favorite of the semester, so I had to pressure myself to complete the assignment. I don't believe any of these issues could have been resolved, save maybe by substituting a different teacher for the course that troubled me since they are simply a part of the process of adjusting to college and becoming a better learner. You will not always like every instructor; you will need to understand how to organize your time, and as a result of the challenging first year, I entered the new session more informed and a more competent student.

**What have you discovered that helps you cope with school-related stress?**

So far, the most significant assistance has been time planning and carving out time for myself. Additionally, I've discovered that medicine and yoga are beneficial.

**How has college life changed your spiritual life?**

In contrast to high school and at home, I seldom attend church. Since I arrived at school, I've been reluctant to participate in church services since most of my friends are also reluctant. I generally feel guilty for not attending church since laziness and social pressure have harmed my spiritual life. However, I have converted and now attend services, but the school should counsel students on religious concerns.

**How can the institution you are now enrolled in improve on-campus students' lives?**

I feel that additional activities for learners to meet one another, particularly those pursuing the same major, are necessary. That, I think, would be useful in various ways, both intellectual and social.

**Research Strategies Plan**

**Self-management**

Frequently, students enter the realm of higher learning with a restrained mood due to the many uncertainties. While it is often simpler to follow the crowd, an individual may need to stray and take the less traveled way when the aim is successful. The globe's system follows the herd, sticks together, or goes with the flow. Like several other firms, a university may significantly pressure the learner. Students must decide whom to contact friends, whether to do assigned work or not and which courses to take, and which to skip. The student's background and upbringing will undoubtedly influence the choices taken. In many situations, learners set out to accomplish lofty objectives without comprehending that each home began as a board, a stone, a few screws, and a walls collection. Learners must take their education seriously. Each learner should establish a pace that permits the completion of the assignment. Similarly, Professor Sarah discussed her expertise as a college teacher and stressed how she feels she can best address students' requirements by keeping the knowledge presented and examples provided current and relatable to the students.

The college educates and requires competence in students' self-control, time control, and studying and study abilities. College introduces additional duties to students, necessitating self-management. Learners are needed to make friends. The selection of friends or relationships is critical since others influence some individuals. Individuals who are followers or slackers need to surround themselves with friends who are the polar reverse and promote punctuality and forthrightness. Students have the freedom to go to sleep and wake up at their leisure. This exercise might be challenging for some learners, young and elderly alike. If a person sleeps in too late, they may be unable to get up in time for class the next day. Thus, a college student must be self-aware and self-governing (Kamath, 2019). Self-management is concerned with difficulties, experiences, and decisions. Self-management is a skill that every university student must master to achieve great success.

Occasionally, self-management is acquired by experimentation. Students learn via encounters what succeeds and what does not succeed. There are solutions available for learners, but they need qualified individuals to identify and implement them. Students have access to various resources, whether learning, time control, stress governance, or just adjusting to the college lifestyle. Each institution has services, such as qualified psychologists or clergy, accessible to assist students. Numerous schools and universities have departments devoted to student achievement that educate and assist students with self-management concerns. Typically, colleges refer to helping students' growth as student services.

**Time management**

Time management is a word that is often used yet is a talent that is not generally mastered. Time administration is a critical ability for college students (Adams & Blair, 2019). A university learner will be wearing several hats and must know how to handle their responsibilities sensitively but successfully. Academic expectations will grow as the learner proceeds through their planned degree course, emphasizing the need for adequate time administration. Competent time management abilities enable the student to schedule and allocate time for needed work, avoiding delays and reducing stress. Claudia, a first-year learner with whom I spoke, addressed her challenges with time control and adjusting to college life. She said that time organization was complex for her, but she overcame it by utilizing her schedule and to-do list to stay on top of current and upcoming responsibilities. She added that she planned out some periods of the day to focus on academics and other times to connect with colleagues or have time alone. That allowed her to regulate her time and avoid spending her whole first year of campus studying and not assisting her parents.

Moreover, as one's time managerial abilities improve, one's capacity to keep organized often improves, enhancing time management (Layberry, 2021). Time administration is a critical skill set that academic facilities should invest in teaching and developing on-campus programs. This approach will not only improve academic performance but will also contribute to the college's student recruitment. While distributing planners may seem juvenile, these essential tools may be precious if the student understands how to utilize them efficiently. Professors might schedule a time to guarantee learners can efficiently use their planners and record everything necessary to improve their time planning abilities. These minor changes may have a significant impact, mainly if the institution takes the time to appropriately educate kids on utilizing a planner efficiently to organize their time and minimize stress.

**Learning skills**

Enthusiasm is associated with learning (Filgona et al., 2020). As if navigating college isn't challenging enough with self-control and time control abilities, the university student must also develop study skills. Learning capacities are abilities that a student must possess to acquire the subject covered in class effectively. Learning skills entail a variety of factors, including learning methods, study techniques, and study practices. If a learner benefits from having ideas and information applied to real-world problems, it is prudent to do applied research. If a person is a visual student, it is prudent to devote study time to organizing content via charts, diagrams, and other graphical formats. Whatever method a student uses to study, a few factors might help. Reading, writing, and recitation all contribute to enhancing learning and reinforcement of content. Reading in a well-lit, peaceful, and comfortable environment may benefit education. In terms of knowledge, teachers may assist studying for all learners by balancing the style of teaching utilized in the classroom and the types of tasks offered to students (Munna & Kalam, 2021).

Learning is a procedure governed by changing conditions, and as a result, learning adapts to the form of learning. Adult memory is tied to life expertise and is relevant to college learners of diverse ages and circumstances in terms of social, financial, ethnic, racial, and sexuality. Learning styles vary according to the topic. As a result, learners must recognize that learning evolves, just as facilitators do, similarly to how Claudia had to adjust to new circumstances and plan for the next term as a university student. Learners and instructors must avoid becoming so set in their learning methods that they cannot adapt.

**Reflection**

Any student, irrespective of age, embarks on a journey in college. The path is unique for each student, depending on their age, motivation, and upbringing. Each student's approach is similar in that they have intellectual, psychological, and spiritual demands. If these criteria are satisfied, the travel will be pleasurable. It's more perplexing for younger students who are still maturing and navigating this thing called reality. Older students become more complex due to their age, familial, personal, and professional factors. I believe having professors and other employees educated to address students' academic and spiritual requirements may act as a catalyst for a student's achievement. Students must be conscious of their capabilities and shortcomings, talents and skills, as well as their aspirations. Various students will progress faster than others, while others need more support. Professors are placed in students' pathways to assist them on their journey. Professors and learners must collaborate and recognize the value that each offers to the process. Students must have an understanding of how to use existing resources. Frequently, instructors have suggestions and resources to assist students in becoming excellent in class, but students seldom use them.

College is not the era to go it yourself, particularly if you are not required to. Sarah provided some insights of a university lecturer, including some of the ups and downs associated with the work. It is clear that she enjoys working at the college level and devotes much effort to gain a deeper understanding of her learners and course material. Claudia, my student interviewee, discussed her first-year college adventures and the modifications she needed to make to thrive. Many topics Claudia identified as concerns for her and concerns for university learners that I discovered through my study. I battled with it as a university student and occasionally dealt with it. Time administration has typically been a struggle for me; I always believe I have the extra opportunity. When I joined college, I needed to do a thorough self-assessment and enhance my time control abilities to benefit my course. The self-care strategies outlined here are critical for college graduates and lifelong learners. Everybody has periods in their lives when pressure dominates, and we forget about ourselves; awareness, exercise, a balanced diet, proper sleep, and substantial social assistance are all critical components of maintaining one's health.

To summarize, it is critical to recognize the relationship between a student's total well-being and academic accomplishment. As with a jigsaw, several components must come together for a learner to succeed. Several abilities critical to learners and life-long achievement seem immature but are essential for high training facilities to apply and assist growth among learners. Assisting students in their academic endeavors is a critical objective for upper education institutions. Implementing suggestions to improve students' performance is not complicated or costly. Student achievement is a collaborative endeavor, and everybody must contribute to guarantee that students achieve their full potential. Student achievement equates to school prosperity; when learners succeed, they are more inclined to share their good experiences with others in society. Student accomplishment often results in an improvement in school retention.

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