

Teaching Portfolio

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1. Recent Teaching Responsibilities

Teaching Assistant assignments in Geography

At UBC, Idaliya has been a full-time Teaching Assistant in the Department of Geography during the both winter terms in 2015-2016 and 2016-2017. Both Geog 121 and Geog 122 are introductory Human Geography courses that are pre-requisites for Geography majors at UBC. For winter term 2 in 2016-2017, she has taken on an extra TA opportunity serving as a teaching assistant on two courses in order to provide continuity for the Vantage College's Geog 122.V course along with her full-time position for the Geography Department's regular Geog 122. She has led multiple discussion sections in each term, facilitating tutorials for 40-70 students each term. In-classroom time constituted the main responsibilities including leading discussions, attending lectures and holding office hours.

Session	Course #	Total course enrollment	# of students in TA's sections	Hours per week			Total weekly in the classroom	TA key responsibilities
				Attending lectures	Leading tutorials	Office hour		
Fall 2015	Geog 121	238	62	3	4	-	7	<ul style="list-style-type: none"> • Planning and leading tutorials • Guiding students' work on research papers • Leading exam review session • Grading assignments and final papers
Winter 2016	Geog 122	202	52	3	3	1	7	<ul style="list-style-type: none"> • Planning and leading tutorials • Guiding students' work on research papers through outline development and paper writing workshop • Leading exam review session • Grading assignments and final papers
Fall 2016	Geog 121.V	147	45	2	2	1	5	<ul style="list-style-type: none"> • Planning and leading tutorials • Grading assignments and final papers • Working on the teaching portfolio
Winter 2017	Geog 122	219	59	3	3	1	7	<ul style="list-style-type: none"> • Planning and leading tutorials • Guiding students' work on research papers through outline development and paper writing workshop • Leading exam review session • Grading assignments and final papers
Winter 2017	Geog 122.V	128	18	2	1	1	4	<ul style="list-style-type: none"> • Planning and leading tutorials • Grading assignments and final papers

2. Teaching Philosophy Statement

Teaching is a passion for me, it is what could get me up in the morning, what interests and excites me. Teaching is the occupation that I would like to devote my life to as staying in academia and teaching in university are my long-term career goals. Being in graduate school and engaging with my peers and professors in conversations about teaching has enabled me to see different perspectives on teaching and reflect on my own approach, thus more consciously choosing how I teach.

I would like to describe my approach to teaching within the Teaching Perspectives Inventory (TPI)¹ that identifies one's views about five different perspectives on teaching. In my teaching, I try to combine the two teaching perspectives that I find most important: transmitting knowledge and nurturing students². Transmission perspective emphasizes the importance of the subject content in teaching and learning, and the nurturing perspective assumes that effective teaching needs to engage not just the heads, but the hearts of students to achieve long-term persistent effort and commitment to learning.

Contradictory at the first glance, these two perspectives make up a perfect combination for teaching as presenting the course content goes along with employing engagement strategies to make the learning process more interesting for the students and having more long-term goals of developing and encouraging the students' critical thinking and further learning beyond the classroom. What this translates into in practice for me is having an instructional as well as a personal development component in every discussion session I lead. This is meant to enhance the students' understanding of the course materials and core concepts while engaging in critically thinking about the issues we discuss, sharing their personal perspectives and being able to provide arguments in support of their opinions.

Regardless of the course I am teaching or TAing for, my two main broad goals are (1) to get the students interested in the course content and help them master it; (2) help the students develop their critical thinking skills. In addition, I try to include extra activities that would enable students to develop skills in independent research, for example by organizing paper writing workshops. Recently, I have also recognized the importance of providing my students with opportunities to develop their presentation skills, especially for international students coming from more conservative teaching environments.

The courses I have been TAing for at UBC are introductory first-year Human Geography courses touching upon the topics of globalization, modernity, economic development, colonialism, modernity. Given the very broad range of content, I try to structure my teaching in a way that every class would touch upon one or two of the main course concepts, so that the students can relate lecture materials with tutorials, better understanding the main concepts in different contexts and potentially relating them to their personal experiences or knowledge from other subject areas. Engaging in critical thinking about global issues appears essential to me to develop the students' awareness of the global world we live in and relating to personal experience is important to spike their interest and inspire them to continue learning and thinking about the course materials outside the classroom.

Overall, I am trying to employ both lecturing and interactive techniques that would engage the students in the learning process and help them study the course content, as well as develop critical thinking and other skills including independent academic research and writing, and presentation skills. This corresponds to my beliefs and intentions within the transmission and nurturing teaching perspectives and my commitment to getting the students interested in the subject matter.

¹ Teaching Perspectives Inventory (TPI) <http://www.teachingperspectives.com/tpi/>

² My personal TPI scores can be viewed on my teaching blog <http://blogs.ubc.ca/idagri/>

3. Feedback from Students and Supervisors

End-of-term TA Evaluation surveys

The data presented below is for the UBC TA end-of-term surveys which are released upon the completion of the course. As of March 2017, TA evaluation reports are available for both terms in 2015-2016 and Winter Term 1 of 2016-2017. The average response rate for the two winter terms 2015-2016 is 41%, the average response rate for 2016-2017 winter term 1 is 66%, the significant increase achieved through the in-class survey submission by the students.

Figure 1. Mean scores on all TA survey questions

Term	Course section	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
2015W1	Geog 121 E	4.57	4.43	4.67	4.43	4.29	4.43	4.29	4	4.14	4.43	4	4.14	4.43	4.29	4.57
2015W1	Geog 121 K	5	4.86	4.71	4.71	4.83	4.57	4.33	4.5	5	5	3.83	4.71	4.2	4.86	4.86
2015W1	Geog 121 L	4.63	4.38	3.86	4.38	4.88	4.63	4.13	4.25	4.5	4.63	4.29	4.75	4.25	4.63	4.63
2015W1	Geog 121 R	4.75	4.25	5	4.25	4.5	4	4.25	4.25	4.5	4.5	4	4.33	4	4	4
2015W2	Geog 122 I	4.78	4.89	4.63	4.78	4.89	4.63	4.78	4.67	4.89	4.89	4.38	4.78	4.5	4.89	4.78
2015W2	Geog 122 J	4.75	5	5	4.75	4.75	4.75	4.75	4.75	4.5	5	4.5	4.5	4.67	4.75	5
2015W2	Geog 122 K	4	4.33	4.25	4.33	4.67	4.33	4.17	4.17	4.5	4.67	4.25	4.17	4.2	4	4.67
2016W1	Geog 121.V1D	4.6	4.6	4.6	4.5	4.5	4.6	4.5	4.4	4.4	4.6	4.4	4.5	4.4	4.6	4.6
2016W1	Geog 121.V1F	4.4	4.5	4.1	4.4	4.4	4.3	4.3	4.1	4.1	4.3	4.1	4.2	4.3	4.3	4.4
Mean		4.61	4.58	4.54	4.50	4.63	4.47	4.39	4.34	4.50	4.67	4.19	4.45	4.33	4.48	4.61

Source: Individual TA evaluation report provided by Arts ISIT, UBC; question averages and color coding added manually.

Figure 2. List of TA evaluation survey questions Q1 – Q15.

- Q1 – The TA was helpful when I requested course-related assistance.
- Q2 – The TA was well-prepared for their duties.
- Q3 – The TA was readily available to me either through office hours or by appointment.
- Q4 – The TA communicated at an appropriate level for me.
- Q5 – The TA exhibited interest in the subject matter.
- Q6 – The TA showed knowledge of the subject matter.
- Q7 – The TA presented information clearly.
- Q8 – The TA was effective at stimulating interest in the subject matter.
- Q9 – The TA was receptive to a variety of perspectives and ideas.
- Q10 – The TA treated me and other students with equal respect.
- Q11 – The TA's comments on my written work were helpful.
- Q12 – The TA encouraged intelligent and independent thought.
- Q13 – The TA's evaluation of my work was fair and reasonable.
- Q14 – The TA made a very positive contribution to this course.
- Q15 – How would you rate the overall contribution of the TA to the course?

Source: Individual TA evaluation report provided by Arts ISIT, University of British Columbia.

UBC TA evaluation surveys ask 15 questions about TA performance and one generic course satisfaction question. Each of the first 14 questions concerns a specific aspect of teaching (availability, clarity, preparedness of the TA, etc), offering to respond using the category scale: ‘strongly disagree’ = 1, ‘disagree’ = 2, ‘neutral’ = 3, ‘agree’ = 4 and ‘strongly agree’ = 5. The 15th questions is asking to evaluate TA’s overall contribution to the course on the scale of ‘Very Poor’ = 1, ‘Poor’ = 2, ‘Neutral’ = 3, ‘Good’ = 4, ‘Very Good’ = 5.

Idaliya has consistent positive reviews with few grades going below 4 on average. Students rate her **overall course contribution (Q15) quite high at 4.61 on average for all sections**, which is **significantly above the department average of 4.35** for TAs in 2015-2016 for all but one sections. Her distinct strengths are helpfulness with course materials (Q1), being well-prepared (Q2), showing interest in the subject (Q5) and treating students with respect (Q10).

TA midterm feedback

Since September 2016, Idaliya has started complementing the end-of-term evaluations with originally designed midterm TA evaluation surveys with 5 open-ended questions and 2-3 demographic close-ended questions that the students typically fill out in the 6th-7th week of the 13-week term. The questions include:

1. What aspects of the course and your TA's teaching do you find valuable for your learning?
2. Do you usually understand what is expected of you in preparing for and participating in this class? If not, please explain, why not?
3. Do the discussion sections link to the lecture materials and activities classes?
4. What specific advice would you give to help your TA improve your learning in this course?
5. Is there anything you find particularly unhelpful about discussion sections, something you would prefer NOT doing in the discussions?

The goal of the survey was to identify systematic problems if there are any and gain an insight into the activities students find more and less helpful in order to plan future lessons accordingly. For Geog 121.V, the TA midterm evaluation survey was conducted in October 2016. With the 89% response rate, the feedback can be considered fully representative of the discussion sections. Having received mostly positive feedback, the TA was reassured that her teaching style appeared to be working well with the students and none of them raised concerns about language comprehension or any language-related issues, which could potentially be a problem in the context of the Vantage College.

The students have also expressed interest in doing more discussions and other engaging activities, such as debates. Furthermore, short videos that Idaliya had used in the classroom were positively mentioned in the survey responses several times as well as her active use of the white board for taking notes, the students considered both to be good learning activities. This feedback was then considered in the consequent lesson planning and Ida incorporated more videos and organized debates later in the term.

Formative Peer Review – Guest lectures

Idaliya has given two guest lecture (Nov. 20216 and Feb 2017), both of which were observed by her teaching mentors, who have consequently provided her with verbal and written feedback on her teaching. The formative review included pre- and post-observation meetings and the observations of the guest lecture itself.

Reviewers' comments:

1. *“I thought you had good pacing, a clear strong voice, and enthusiasm and energy. All this is very good. I liked the first third best when you were setting up the lecture and presenting the larger set of statistics that were going to inform your argument. The graphics were clear, and you used them well.*

... The interactions with the students went reasonably well.”

Reviewer: Trevor Barnes, Professor, Department of Geography
(Feedback for the guest lecture on the *Vancouver housing market*)

2. *“I sat at the back of the class to check for audibility when you spoke and also visibility of your slides. Two thumbs up! Sitting there I could also see that student computers in view were tuned in to course content, not other activities.*

The lecture on gentrification in China had good content, well-illustrated by your slide set. The level was appropriate for a third year course. Your argument was cumulative and coherent.

... Overall, a good lecture!”

Reviewer: David Ley, Professor, Department of Geography
(Feedback for the guest lecture on *Gentrification in Beijing*)

Students' Comments

Mostly from the comments in the final TA evaluation survey.

Ida was a great TA! The discussions were engaging and the weekly reflections helped me stay on top of the reading and other course material. She also responded to my emails in a thoughtful and prompt manner. Overall a great semester with Ida!

[Geog 122 student (2016)]

She was fantastic! So approachable and helpful!

[Geog 121 student (2015)]

She was very sweet and set a comfortable environment in which to ask questions either in discussion or through email. Gave very constructive feedback and ideas to questions or coursework, there was clear concern from her for the students to do well!

I liked her very much!

[Geog 121 student (2015)]

Discussions were great, you are one of my favourite TAs

[Geog 121 student (2015)]

Hello my dear TA,

Just wanted to say Happy Thanksgiving!!!!!!! I know sometimes teaching can be thankless, so I wanted to thank you for giving all of us an education so priceless :)

See you soon!

[Geog 121 student (2015) via email]

The vocal presentation of the TA is really loud and clear so I do enjoy the discussion section being guided and encouraged by the TA. Besides, the TA had gave extra workshops for essay writing which was helpful..

[Geog 121.V student (2016)]

Ida is a super nice teacher. She is patient and considering. Also, she actively connects students in class or by e-mail.

[Geog 121.V student (2016)]

I like my TA, she is patient and often helping me to solve question when I was confusing.

[Geog 121.V student (2016)]

Idaliya is an amazing TA! Very sincere and wants you to do well in the course!

[Geog 121 student (2015)]

That was the first time to have the discussion class I actually like. Materials, TA, and group members were great.

[Geog 122 student (2016)]

The format of the discussion sessions were very organized and seemed to work nicely. The group discussions and the clarifications of the readings were also very helpful and contributed to a larger understanding of the topics.

[Geog 121 student (2015)]

Ida was very approachable and led our discussion sessions in different ways to stimulate our thoughts, for example by having debates or doing group activities. She would always email us well ahead of time if there was something particular that needed to be prepared for our sessions, and she was always available for office hours, whether they were her weekly scheduled ones or ones made by appointment. Overall, Ida was a fantastic TA and I really enjoyed having her lead my discussion sections.

[Geog 122 student (2016)]

4. Contribution to and Progress in Teaching over Time

Guest Lectures (*peer-reviewed*)

1. *Vancouver Housing Market: Price Dynamics and Social Outcomes* (Mar. 2017)
Geog 350 Cities
2. *Land, Housing & Gentrification in Beijing, China* (Feb. 2017)
Geog 352 Urbanization in the Global South
3. *Vancouver Housing Market: Evidence of a 'Growth Machine'* (Nov. 2016)
Geog 250 Cities

Mentorship and Leadership Experience in Teaching

1. *Workshop organizer* (since Sep. 2016)
Teaching enhancement and professional development series (TEPDS)
Geography Department, UBC
 - Reverse course design (Oct. 2016)
 - Non-academic job search: resumes, cover letters, interviewing (Mar. 2017)
 - Academic job application (*upcoming*) (Mar. 2017)
2. *Mentor for new TAs in Geog 122 (informal)* (2016-2017)
Geography Department, UBC
 - Providing suggestions on tutorial activities
 - Providing support for addressing challenging situations that come up with the students
 - Helping TAs keep track of the course schedule and timely communication with the students

Other Instructional Experience

1. Qualitative Data Analysis workshops – Starting with NVivo (weekly since Sep. 2016)
Co-facilitator. UBC Research Commons team
Koerner Library, UBC
 - Leading 2-hour workshops of 5-15 people with a co-facilitator
 - Prepared the handout materials for the workshop
 - Updated the PPT slides according to changes in the software functions and licensing
2. *TA training workshop* (organization and facilitation) (Sep. 2016)
Co-facilitator. Teaching Enhancement & Professional Development series (TEPDS) team
Geography Department, UBC
 - The 8-hour workshop included sessions on learning objectives, active learning, grading and formative feedback, available UBC teaching resources
 - Analyzing participants' feedback and providing recommendations for future years

5. Instructional Challenge-turned-Opportunity

Position: Teaching Assistant at Vantage College

Students: 1st-year ESL students (most straight out of high school)

Period: Since Aug. 2016

In this academic year Idaliya has been presented with an interesting, yet challenging teaching experience opportunity – being a teaching assistant at Vantage College. To provide some context, Vantage College³ is a special entrance stream for international students who were high achievers in high school to enter UBC if they *have not achieved sufficient English language fluency*. The students start the one-year program that combines regular academic subjects with simultaneous academic ESL training. Upon successful completion of the Vantage program, they can transition into the second year of the UBC undergraduate program. The challenge for instructors and TAs is the fact that in the classroom all students are international (and ~85% Chinese), all first year students, often straight out of high school, with limited English proficiency and lack of awareness about some academic standards and North American teaching style.

Before she started as a Vantage TA, Idaliya was aware of the potential for language-related as well as intercultural misunderstandings and mismatch of *expectations*. Not only did she have to adjust the language level used in the classroom in favor of simpler vocabulary and slower pace, but she needed to be more aware of the *intercultural communication* challenges, had to thoroughly think about *learning activities* given the limited language fluency and constraints on certain tasks.

Idaliya has embraced this opportunity with commitment to providing the Vantage students with the best learning experience she could. Given great teaching resources available to Vantage TAs in terms of technology and support, she was able to incorporate engaging activities and new teaching techniques in the classroom. Specifically, she has made use of the *technology showing videos and using the interactive board as well as the regular white board*. The students have appreciated it according to *midterm and end-of-term TA evaluation surveys*. Furthermore, despite the instructor's reservation about doing a *debate activity* with the students, Idaliya has designed an appropriate and relevant to the topic *debate on sweatshop labor*, and it has been very successful and students have enjoyed it and found it helpful as they mentioned in the end-of-term feedback survey.

Finally, despite Idaliya's concern for limited language fluency and potential challenges for students to understand her, she was very pleased to read the students' comments on the evaluation survey in which

³ UBC Vantage College <https://vantagecollege.ubc.ca>

most of them mentioned that the teaching style and explanations were very clear and easy to understand, for example: “My TA's teaching is very clear and easy-understanding. I can always follow her during the class” or “Our TA can help us solve a lot of problem. She can always explain things clearly.” Another student also mentioned this aspect of Idaliya’s teaching to be most valuable for their learning: “The discussions address in the classroom and her explanation about the topics we learn in the lecture, because it gives us another perspective and that helps us (at least me) to learn more”. Overall, this would serve as good evidence that Idaliya’s has embraced the challenge of teaching Vantage ESL students and has been successful in establishing good communication and interaction with them.

In her own words, “Teaching at Vantage has been an extremely rewarding experience for me [Idaliya] seeing the students who struggled to participate in class first become more assertive, more confident. Walking into a classroom in the second term, you could barely tell that it is a Vantage College and not a regular UBC class. It has been amazing being able to see my students’ progress over the course of the year, improving in their language and presentation skills, as well as engaging with the course content and relating it to their personal experiences and other course materials. I am very glad to have received this unique opportunity, because I have probably learned as much from this experience as my students have!”

6. Sample Written Feedback on Graded Assignments

There is a significant difference in providing hand-written feedback on printed assignments vs. digital comments on an electronic submission. As for electronically graded students' work, for example, one of the tasks in Idaliya's last TAship for Geog 121 at Vantage was a weekly journal of 150-200 words, which is a student's reflection and engagement with the reading. Journals are weekly submissions, and out of 13 weeks three submissions will be graded. Since this is not a one-off assignment, but a weekly task with (hopefully) consecutive improvement, providing suggestions on improving the journals was a big part of grading the first journal. These suggestions were common for a lot of students making similar mistakes, so I used the following comments on many of their submissions:

- *“For future entries, try also linking the reading more with the lectures or activities classes and/or with your personal life or background knowledge”*
- *“You could also try to relate the reading to your personal life and background to show more critical engagement with the reading”*
- *“You understand the main ideas from the reading but you need to critically engage with them instead of summarizing. Try to give specific examples that relate to the content from the reading”*

Besides, given the context of ESL environment, a common point I made concerned improving the entry for clarity, writing a comment like *“Be sure to reread and edit your entry to improve clarity (e.g. improving grammar and vocabulary usage), so your reader can understand the ideas you are trying to present. This time I had to reread your entry several times to understand some of the points you're making”*. Providing such detailed comments was only possible through the use of template feedback points I've created and, I believe, in this way feedback will be clearer to a student and not incite a lot of hostility as opposed to hand-writing shorter comments like “proofread” or “lack of clarity” on multiple printed papers as typical comments are limited to fewer words to save time grading.

Consequently, more extensive positive comments could be used as well, which could potentially be more encouraging for students and emphasize the strengths they have developed. Idaliya frames the feedback to her students as a ‘sandwich’ feedback (strengths, point for improvement, strengths) which is more constructive and digitally, this can be done using more extensive repeating comments rather than just writing “good job” or “well done” given the time-consuming nature of hand-written feedback. Some of the positive comments she provides include:

- *“You show a good understanding of the reading and present interesting discussion questions”*
- *“Good critical engagement with the reading, presenting your own ideas and relating the reading to your background knowledge”*
- *“Good structure with clear arguments supported by evidence”*

7. Professional Development & Research

Professional Development

With a belief in focusing on improvement rather than perfection, Idaliya has been working on improving her teaching skills almost since the first day she came to UBC. Having started her MA program in the department by attending the TA training, in the second year she joined the team organizing it and became a co-facilitator. Since Sep. 2015, she has also been the departmental representative to the TA Union educating TAs on their rights and responsibilities, mediating conflicts that might come up, communicating TA union policies and updates to the TAs in the department and getting more Geography grad students involved in the union.

As signified by her teaching records and portfolio, she has also incorporated the new teaching techniques she has learned about in the workshops (*see below*) into her own teaching such as reverse lesson design, using learning objectives and engaging activities in her classroom. Besides, she has raised awareness about teaching support resources and materials among fellow TAs and got more students participating in the professional development and teaching enhancement workshops.

Workshops attended:

1. *Peer review workshop*
Center for Teaching, Learning and Technology (CTLT) at UBC (Nov. 2016)
2. *3-day Instructional Skills Workshop (ISW)*,
Center for Teaching, Learning and Technology (CTLT) at UBC (Feb. 2016)
3. *Teaching Enhancement workshops*, Geography Department, UBC (2015-2016)
 - *Challenging Classroom Situations* winter 2015-2016
 - *Curriculum Development* spring 2016
 - *Incorporating Indigenous Context in the Classroom* spring 2016
 - *Reverse Course Design* Oct. 2016
4. *TA training workshop*, Geography Department, UBC (Sep. 2015)
 - Using learning objectives
 - Community agreements and incorporating students' identity
 - Active learning
 - Grading: formative and summative feedback

Courses taken:

Certificate in Advanced Teaching and Learning (ongoing) (Sep. 2016 – Dec. 2017)

Center for Teaching, Learning and Technology (CTLT) at UBC⁴

Sessions on:

- Teaching Philosophy
- Pedagogical Content Knowledge
- Experiential Learning
- Learning Outcomes
- Disciplinary Identity
- Disciplinary Transformations
- Assessment and Feedback
- Signature Pedagogies

Certificate of English Language Teaching to Adults (CELTA) (summer 2013)

Cambridge University, UK

Involvement in the Department

1. *TA Union Representative for the Geography Department* (since Sep. 2015)
Geography Department, UBC
 - TA reps orientation Oct. 2015, Nov. 2016
 - Mediating issues with the TAs
 - Providing recommendation on challenging classroom situations
2. *Workshop organizer* (since Sep. 2016)
Teaching enhancement and professional development series (TEPDS)
Geography Department, UBC
 - TA training (Sep. 2016)
 - Reverse course design (Oct. 2016)
 - Non-academic job search: resumes, cover letters, interviewing (Mar. 2017)
 - Academic job application (*upcoming*) (Mar. 2017)
3. *Mentor for new TAs in Geog 122 (informal)* (2016-2017)
Geography Department, UBC
 - Providing suggestions on tutorial activities
 - Providing support for addressing challenging situations that come up with the students
 - Helping TAs keep track of the course schedule and timely communication with the students

⁴ 1.5 year teaching program “Certificate of Advanced Teaching and Learning” offered by the Center for Teaching, Learning and Technology (CTLT) for graduate students at UBC. The program includes the course component of the flipped classroom with face-to-face sessions on the teaching philosophy, approaches, strategies, etc. (1), instructors’ observations (2), teaching practicum and mentorship (3), and a Scholarship of Teaching and Learning project (4).

Independent Reading and Research on Teaching

Idaliya is currently working on an independent *Scholarship of Teaching and Learning (SoTL) project* as a part of the Certificate in Advanced Teaching and Learning program. Her project investigates the drivers of intrinsic student motivation (Ames 1992; Urdan & Schoenfelder 2006) in introductory human geography classes and the use of different learning activities (traditional discussions vs. debates, field trips) as motivational incentives and their effect on students' self-reported interest in the subject, discussion engagement and learning outcomes. The impact of students' learning style preference (Lynch et al 1998) and participation willingness (Rocca 2010) on self-reported interest will also be considered. She is conducting this project by anonymously surveying students in her discussion sections in the Geog 122 course. The project is expected to be completed in summer.

SoTL project references

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Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of school psychology, 44*(5), 331-349.