Department of Integrated Studies in Education
Faculty of Education
McGill University
December 2014

Doctoral Dissertation Research Proposal

**The meaningful relationship: Understanding the interaction between teachers and
at-promise emerging adult students in the CEGEP context**

Committee: Drs. Lynn Butler-Kisber (Supervisor), Mary Stewart, Ronald Morris

Submitted by:
Andrea Videtic, PhD Candidate

Research Question

The following is the overarching question driving the research: ***What is the structure of a meaningful relationship between at-promise emerging adult student and teacher in the CEGEP context?*** Key sub questions are generated from this broader question. How does the teacher interact with the student? (Who is the teacher and what approach does he/she employ?) How does the student experience the relationship? (What are the meaningful outcomes of the interaction?) What meaning is derived from the relationship for both teacher and student?

Context of Proposed Research

The "College d'Enseignement Générale et Professionnel" or CEGEP system is a unique Quebec creation dating back to the early 1960s (Edwards, 1990). Based on recommendations by the Parent Commission (1964), its mission was to offer free and accessible education with a democratic perspective, open to the youth of the province (Parent Report as cited in Cormier, 2011). At that time, of great concern was Quebecers' low formal educational rate, where the majority of Quebecers reached only a grade 8 level. The aim of this new system was to improve achievement so as to allow for a highly skilled workforce to emerge and acquire jobs in the province (Cormier, 2011). CEGEPs began their educational projects by offering a linking program between high schools and universities (Héon, Savard, Hamel, 2006). Currently, CEGEPs offer 8 pre-university and 128 technical programs leading to a diploma in collegial education (D.E.C.). According to Statistics Canada, approximately 200 000 students attend CEGEP in Quebec every year (2008). More specifically, the latest Ministry of Education Sports and Leisure (MELS) statistics documents that of these, 87 000 are enrolled in pre-university programs, while 83 000 are in the career stream (March, 2013). As a measure of this system's current success, the MELS has noted that 71.7% of 25 to 29 year olds hold postsecondary diplomas, which places Quebec ahead of all other Canadian provinces in college education rates for this age group (MELS, 2011). Despite these encouraging numbers, there exist alarming rates of attrition.

In Montreal, L'équipe de recherche sur les transitions et l'apprentissage who conducted a study for the MELS found that despite a slight improvement in completion rates of CEGEP studies, only 40.7% of first year students who began their studies in 1999, completed their programs within the two year prescribed time (Bourdon, Charbonneau, Cournoyer, & Lapostolle, 2007). Of the rest, 68.1% of these students took two extra years to complete their programs. Most troubling was that 28.4% of pre-university program students and 26.5% of career program students either left the CEGEP permanently or changed programs repeatedly. In addition, the latest MELS report outlined the following outcomes. The rate of student completion of college studies for the 2008-2009 year was between 61.9% for pre-university programs and 71.5% for career programs, with male students completing their studies at a lower rate than females (63.5% for males and 77.5% for females) (MELS, 2011).

For the past twenty years, the Quebec government has been concerned with the problem of student retention (Marcotte, Lachance, & Lévesque, 2011). It has invested significant amounts of money and time into investigating the issue (MELS, 2004, 2009a,

2009b; PISA-EJET MELS, 2007). Despite the investment in research and prevention, the dropout rates have remained higher than projected by the Ministry (MELS, 2009a). As well, despite the statistics seen at the college level, most Quebec government-funded research has been devoted to student attrition at the secondary level (Bourdon et al., 2007).

Indeed, at the CEGEP level, numerous commissions, beginning in 1987/88, were tasked to investigate and report on the problem of student attrition and access to education (Lapostolle, 2006). Based on cumulative recommendations, it was only in 2002, that the MELS required each CEGEP to develop individual college wide strategic plans fostering student success with a dual emphasis on academic and educational achievement (Lapostolle, 2006). Academic achievements pertained to course completion and acquisition of a D.E.C, while educational achievement concentrated on personal and professional development measured through qualitative outcomes. Barbeau (2007) conducted a meta-analysis of the efficacy of 96 projects pertaining to the student success initiatives. Overall, she found that collaboration between all stakeholders of education; administration, teachers and students, collectively impacted on academic and educational success. However, she noted that despite positive impacts, none were measurably significant or clear. Thus, there remains a need to prioritize investigation into college level dropout rates, in order to establish clear links, as the implications can be significant.

As is suggested by researchers, the change in the global market place has increased the need for highly skilled, technologically proficient, educated employees (Marcotte et al., 2011). In this environment, a post-secondary education is essential in facilitating a transition into a competitive labour market (Madgett & Bélanger, 2008). In Quebec specifically, Roy, Bouchard and Turcotte (2012) predict that by 2016/2017, 700 000 new jobs will be made available due to high rates of retirement and openings in new technological fields that will required D.E.C. level graduates. Access to this labour market is significant, not only for individual well-being, but for societal well-being as well (Tyler & Lofstrom, 2009). As such, it is important to understand the nature of the current CEGEP cohort and to identify among them, those who are at risk.

Roy (2008) conducted an extensive survey of 1729 CEGEP students across 51 CEGEPs in the province of Quebec, where he focused on six dimensions, including personal factors, attachment to CEGEP, family and social ties, personal well-being, as well as values and socioeconomic situation. Despite the contention by most baby-boomers that today's' emerging adults [1] are egocentric, individualists without respect for authority and an absence of family ties (Léger Marketing, 2008, as cited in Roy, 2008), Roy demonstrated otherwise and found that today's CEGEP students value both traditional as well as more liberal values. In fact 46% reported valuing tolerance and respect above family and love. However, they do hope to enter into monogamous relationships and have children just as their parents have done. In order of importance to students, was respect for the other, honesty, family, love and friendship. Roy (2008)

---

[1] In the context of this proposal, I will use the term *emerging adult* when discussing students in student-teacher relationships at CEGEP. The term emerging adult is based on the growing perspective in developmental psychology that the period between 17 and 22 (The age of CEGEP students) is a transitional one, where new educational, social, and economic demands are placed on individuals (Levinson, 1986; Arnett, 2000).

demonstrates that these students are, in fact, responsible and connected to those around them.

The overarching reality for today's students, according to Roy (2008), is one of perpetual instability. The present generation is experiencing the greatest technological, sociological and personal transition of any generation. Savickas et al. (2009) characterize this as an unstable time wherein students must pursue education throughout the course of their lives. With regard to prospective employment, today's youth must accept that jobs will be 'atypical' and of short duration. They are more likely to have to create their own independent autonomous working situation (Savickas et al., 2009). Furthermore, students of this generation are facing a broad cultural environment where the question of collective identity is of looming importance (Roy, 2008).

In light of this framework, Roy (2008) discusses various findings that outline the supports and stressors for students. Roy found that family and friends are important to CEGEP students. Indeed, 72% of CEGEP students live with their parents and report that family support, particularly from the mother, is essential to their success in school. Family life, in this case, offers them great satisfaction. Alternatively, students who report being less satisfied perceive the family as being of less value and are less inclined toward academic excellence. Sixty percent of CEGEP students suggest that their friendships are positively associated with academic outcomes and see their friends as supportive to completing their studies, while 19% suggests that they are a threat to school achievement. Stress is a significant concern, in that more than half reported being either moderately or very stressed. One fifth of students feel depressed during their tenure at school. Once source of stress is work outside of college life. Roy found that that 72% of CEGEP students hold jobs outside of their studies. Indeed, one in four (27%) of students work 20 hours a week outside of school hours. For each at-promise [2] student there is a unique combination of factors contributing to resilience or vulnerability to the challenges of school life.

Several studies have been conducted to look at the profile of the at-promise community college or first year university student in institutions across Canada and the US (Hseih, Sullivan & Guerra, 2007; Laskey & Hetzel, 2011; Salinitri, 2005; Wintre & Bowers, 2007). Collectively, they suggest many factors that can influence retention and potential dropout rates. A lack of motivation or absence of a goal can discourage students from continuing their studies (Hseih et al., 2007). Issues relating to demographics, gender, previous high school performance, and parenting can contribute to a greater risk (Wintre & Bowers, 2007). Factors that relate to a poor transition from high school can cause problems (Salinitri, 2005). Salinitri suggests that students who are experiencing a new found independence may have difficulty with time-management, demands of different teachers, and adaptation to new social and academic environments (Salinitri, 2005). Personality factors in at-promise students have also been cited as predictors for retention or for dropping out. Conscientiousness has been shown to strongly correlate to

---

[2] Based on Roy's proposal that CEGEP students present with varied backgrounds that predispose them to both challenges and successes, I will use the term *at-promise* to better represent those students who are struggling with CEGEP demands. There has been a slow shift away from pathologizing students as being "at-risk", and solely responsible for their own failures, to a reconceptualization that students can be at-promise for success, given their personal resiliencies, as well as supportive environments and resources (Swadener, 2010).

academic success whereas extraversion has been correlated with students leaving school. Laskey and Hetzel (2011) suggested that at-promise students who were more social were likely to be less focused on academics. Clearly, there are numerous factors implicated in the risk for dropping out. Many of these factors are specific to college students because of their age and developmental stage.

In Quebec, an extensive study was done by L'équipe de recherche sur les transitions et l'apprentissage to investigate the risk factors specific to CEGEP students (Bourdon et al., 2007). They began the first phase of a longitudinal study in which they attempted to identify risk factors in students in three CEGEPs. They looked at elements of family life, romantic relationships, school relationships, place of residence and work life. They found, among other factors, that instability in living conditions and the connection to financial instability contributed to risk; the number of work hours outside of school hours was linked to school attrition; and the perception of support that students experience from family, peers, and romantic partners was linked to being at risk for leaving school. The researchers suggested that despite the identification of these risk factors, intervention methods have not been greatly developed for these students.

There is clear evidence that at-promise CEGEP students present varied profiles and, as such, require a diversified support and an understanding from teachers. Barbeau's (2007) meta-analysis led her to assert that for at-promise students, teaching strategies needed to change from the traditional lecture style format to a more constructivist, collaborative method, and that designing lessons that encouraged active learning were more likely to support all students, not just the at-promise. She further stated that only through interpersonal relationships could all students achieve success (Barbeau, 2007). In order to work specifically with at-promise male students, Boisvert (2012) further supported a diversified approach and suggested that getting to know students personally was essential to their success. Though the student's own success lies within their pervue, clearly the teacher plays a significant role (Paradis, 2000).

It appears that the issue of student attrition at the CEGEP level is one that is both complex and multilayered, and has presented a challenge for educators and researchers to unravel. Moreover, the possibility that the student-teacher relationship is at the core of helping all students, and in particular, at-promise students, to navigate academic struggles is introducing a promising avenue toward understanding how to support at-promise students. As such, this research proposal will focus on attempting to uncover the elements that contribute to meaningful teacher-student relationships at the CEGEP level.

Situating myself in the research

I have come full circle to this point of inquiry. I completed my undergraduate Honours degree in Psychology followed by my Masters degree at McGill University in 1992 where I graduated with a degree in Counselling Psychology. For the past 20 years, I have worked in the field of education both as a teacher (of elementary, high school and CEGEP levels) and as a counsellor and psychologist (in guidance, personal counselling and drop-out prevention). Much of my early career was spent in overseas teaching positions, including grades 2 and 5 in Vietnam and Singapore, IB Psychology in Saudi Arabia, and adult education in Arctic Quebec. My work in Montreal has centred primarily on counselling in high school settings and presently (for the past 7 years) as a

Psychology and Research Methodology teacher at a local CEGEP. In all of my work, I have been interested in issues that, either prevent students from achieving their full potential, or resources that support them in overcoming obstacles to their success. Over the years, I have been fortunate to gain experience and to learn techniques that have helped me to work effectively with students in general. What I have found most compelling however, is working specifically with students who are at promise. Working together with these students and attempting to find avenues that will inspire them to follow through with their academic or other goals has been very challenging and rewarding. There is always a great sense of achievement when, as an educator or a counsellor, I can help a student move forward in their academic and personal lives.

Specific to my current CEGEP position, seven years ago, I was asked to take on a special course designated for the cohort of students that had been identified as 'at-risk' of dropping out of school. For several years, I designed activities, organized experiences and taught course content focusing on life skills. I relied heavily on my counselling training, as well as my elementary teaching skills to try to help these students reengage in school life. After asking for evaluative feedback from them, surprisingly what students reported was that the most salient factor in helping them reconnect to school life was the relationships they had forged with me. This feedback suggested to me, that even at the CEGEP level, the one-on-one interactions might be the pivotal factor allowing at-promise students to stay the course and complete their studies. The question remains as to what specific components contributed to promoting these successful interactions. There is a possibility that, in my personal case, elements of care, personal characteristics and counselling skills combined to create a favourable approach. My background and intuition suggest that this might be the case and as such, I have been inspired to investigate this in depth, in order to ascertain what is actually occurring between teacher and at-promise student at CEGEP, with an eye to particular teacher characteristics and approaches that promote meaningful positive outcomes for them.

My cumulative experience has led me to have a social constructivist perspective on inquiry. Social constructivism is predicated on the notion that what a researcher investigates involves the experience of the inquirer, the context of the inquiry as well as the perceptions of the individuals involved in the inquiry (Butler-Kisber, 2010). As such, in this particular inquiry, I intend to involve my fellow teachers, students that I know, and myself, within the CEGEP context. Positioning myself firmly in this paradigm prioritizes the value of the subjective voice of participants and researcher in the inquiry, which in this study, is of principal importance. Butler-Kisber (2010) reminds researchers that voice is a conduit through which meaning can be gleaned, and that voice must be carefully and ethically included in work so as to honour the person and accurately represent him or her. In so doing, I will invite multiple perspectives on what is occurring in the teacher-student relationship which in turn, will allow for constructed meaning to emerge (Butler-Kisber, 2010).

Ultimately, the contents of the themes and meanings that emerge from this inquiry will be based on a relative reality; one in which the ways of knowing come from all observers involved. My understanding of counselling and teaching will undoubtedly inform this particular inquiry. In addition, the voices of the teachers and students involved in the inquiry will enrich the understanding of the particular phenomenon in the context of the classroom and college.

Rationale for the study

There is extensive evidence suggesting that the interpersonal relationships between teachers and students are important (Anderman & Kaplan, 2010; Jennings & Greenberg, 2009; Martin, 2009; Suldo, McMahan, Chappel, & Bateman, 2013). Both at the primary and secondary levels, studies have attributed increases in motivation, engagement, and achievement along with many other outcomes, to student-teacher relationships (Hamre & Pianta, 2001; Hughes, Cavell, Jackson, 1999; Jennings & Greenberg, 2008; Marzano et al., 2003; Silver, Armstrong & Essex, 2005). Less is known however, about relationship factors at the CEGEP level, though many have called for an investigation (Barbeau, 2007; Roy, 2012). Preliminary studies at college level illustrate that students respond positively to teachers who create meaningful[3] relationships with them, and feel satisfaction when teachers are genuine, while instructors at this level are disinclined to include care and person-centred traits in their approaches (Meyers, 2009). As such, the purpose of this proposed research is to fill a gap in both literature and practice regarding the meaning of relationships that are forged between emerging adult at-promise CEGEP students and their teachers.

Prior to engaging in an inquiry which focuses on uncovering the meaning of the interpersonal relationship, a review of not only educational, but also counselling and psychology literatures, was essential in providing a deeper understanding of the concept of relationship. There exists an overlap between the fields with respect to theory, practice and an interest in relationship factors. However, of significance is that each field explores the concept of relationship with a different emphasis. In the field of education, student-teacher relations are under consideration and the relationship[4], in most empirical studies, is investigated by focusing on outcomes. Research in education, regardless of the academic level at which it was conducted, focuses on student academic achievement (Anderman & Kaplan, 2010; Meyers, 2009; Muller, 2001), levels of aggression, conflict or disruptive behavioural problems (Park et al., 2005; Hughes, et al., 1999; Marzano et al., 2003; Silver, Armstrong, & Essex, 2005), attendance (Meyers, 2009), and motivation (Hughes & Cavell, 1999; Martin, 2009).

In contrast, the counselling and psychology literatures focus on the process of the therapeutic relationship[5]. Their aim is to explore the core factors that contribute to a

---

[3] The education literature on relationships, pertaining to student-teacher interactions, is frequently focused on academic outcomes. Despite this, my aim is to investigate the meaning of the relationship notwithstanding its oft-emphasized utilitarian nature. As such, I will use the term *meaningful* in this proposal, thus referring to an exchange that is "full of meaning or expression, significant; communicating something that is not explicitly or directly expressed" (Dictionary, O. E., online, 2014). It is based on the notion that both members of the relationship can "flourish" in that each derives benefits, and advantages that contribute to "well being" (Kraut, 2009, p. 5). Indeed, I am interested in how the exchange fosters a better self-understanding, a better collaboration, and a better understanding of the other (Lopez & Zúñiga, 2011).

[4] In the field of education, the term relationship is seen to encompass a connection formed between teacher and student or teacher and a group, based on mutual goals or interests (Dictionary, O. E., online, 2014). Educational research focuses primarily on relationship factors pertaining to the teacher's contribution to student academic goals and outcomes.

[5] The therapeutic relationship refers to an interaction between a practitioner (psychologist, counsellor, or therapist) and client, with the aim of supporting, coaching, mentoring, providing skills training, identifying distress, curing, helping to self-actualize, and/or helping to work through a problem (Feltham & Horton,

deeper understanding of the mechanisms that lead to relationship success in therapy. Predominantly, counselling and psychology studies focus on the impact of the effective relationship on the client in terms of mental health outcomes (Fluckiger, Del Re, Wampold, Symonds, & Horvath, 2012). As such, an inquiry into student-teacher relationships can draw from psychodynamic research, which has made great strides in identifying the elements that do, in fact, create meaningful relationships.

Of concern however, is that research findings in both fields are primarily based on studies that are quantitative in nature, and focused on predetermined measurable outcome variables. The principal methods used to identify outcomes in educational studies include surveys, inventories, and questionnaires to assess relationship and personal interaction factors (Anderman & Kaplan, 2010; Martin, 2009; Meyers. 2010). Indeed, most studies examine student outcome variables including academic attendance, comportment, and school grade records as the consequence of the relationship (Anderman & Kaplan, 2010; Meyers, 2009; Muller, 2001). Analogously, counselling and psychology employ correlational studies, where treatment methods, therapist characteristics, level of allegiance to the working alliance[6], are related to various post therapy outcomes including client/patient health, perceptions, and satisfaction with therapy (Berkner et al., 2014; Fluckiger, et al., 2012; Horvath et al., 2011; Horvath, 2013; Norcross, 2011). These measures are frequently established through the use of inventories, surveys, and counts of the number of specific behaviours (Henretty, Currier, Merman, & Levitt, 2014; Gelso, 2009a; 2009b). They fail to ascertain what Maxwell (2004) calls the causal "process" of the phenomenon (p. 248). This process involves "mutual simultaneous shaping" (Guba & Lincoln, 1985, cited in Maxwell, 2004, p. 245). Indeed, Guba and Lincoln stated that,

> Everything influences everything else, in the here and now. Many elements are implicated in any given action, and each element interacts with all the others in ways that change them while simultaneously resulting in something that we, as outside observers, label as outcomes or effects. But the interaction has no directionality, no need to produce that particular outcome. (p. 245, cited in Maxwell, 2004)

This proposed study's goal is to uncover the events as they connect within the relationship, thus producing emergent outcomes that are not predetermined. Such an inquiry lends itself to an in-depth study of a small number of cases within context (Maxwell, 2004). As such, in order to contribute to the literature regarding relationship factors that occur during the relationship process itself, the research inquiry that I am proposing involves an inquiry using qualitative methods, which will lead to a more open, and nuanced understanding of the core qualities of the interaction, as they emerge in the relationship.

2012). The focus of relationship studies is on the components of the interaction pertaining to positive therapeutic outcomes for the client.

[6] Bordin (1975) suggested that a working alliance comprised of the establishment of a working goal between the therapist and client, an agreement as to the steps to be taken to achieve the goal, and a bond between the therapist and client that foster the work (cited in Horvath et al., 2011). The *working alliance* is the most salient term used throughout the literature (Horvath et al., 2011) and as such, I will frequently use it when referring to studies that involve an investigation into therapeutic relationships.

Common to both bodies of literature is recognition that specific characteristics and approaches are important contributing factors to the creation of meaningful relationships. In the field of education, teacher characteristics are significantly related to the perception of good teaching at both the primary and secondary level (Arnon and Reichel, 2007; Jennings & Greenberg, 2009). Preliminary research at the college level suggests that the same traits and approaches emerged for college students (Freeman, Anderman & Jensen, 2010). Warmth, openness and acceptance, along with support and encouragement, have a positive impact on students, no matter the age (Arnon & Reichel, 2007; Jennings & Greenberg, 2009; Martin 2010; Meyers 2009). Comparably, extensive research conducted in counselling and psychology into the dynamics of the relationship has established certain therapist characteristics and approaches that are conducive to fostering positive therapeutic relationships (Anderson, Ogles, Patterson, Lambert, & Vermeersch, 2009; Berkener et al., 2014; Constantino et al., 2013; Duquette, 2010; Owen & Hilsenroth, 2014; Sturmey, Noler, & Karantzas, 2012). Evidence suggests that characteristics of genuineness, responsiveness, and openness are critical to the relationship, while overt behaviours demonstrating these inclinations, are essential (Altimir et. al, 2010; Beutler et al., 2004; Blatt, 2013; Blow, Sprenkle, & Davis, 2007; Gelso, 2009a; Gelso et al., 2005; Gelso et al., 2012; Henretty et al., 2014; Krause, Altimir, & Horvath, 2011).

When considering the at-promise CEGEP student, the qualities and approaches employed by the teacher to create a meaningful relationship can be of even greater significance than for the general student population (Roy et al., 2012). The teacher who can relate to the at-promise student, as outlined, has the potential to transform their view of school. As a result, this proposed research inquiry is specifically concerned with teacher characteristics and approaches that create meaningful relationships with the at-promise student.

Absent in both literatures is an understanding of factors that apply specifically to emerging adults. In fact, the educational literature suggests that teachers at higher academic levels perceive the forging of interpersonal relationships with their students as unnecessary and lacking in academic rigour (Meyers, 2009). As such, few studies have investigated relationship factors with emerging adults specifically. Counselling and psychology literatures have only recently noted that studies focused on relationship components were conducted on adult participants and then simply extrapolated to younger age groups (Binder et al., 2008; Binder et al., 2011). As such, some have begun to investigate the nature of working with adolescent clientele in particular (Cicchetti & Rogosch, 2002; Weisz & Hawley, 2002; Williams, Holmbeck, & Greenly, 2002), while few have focused primarily on emerging adults specifically (Karver et al., 2008). Researchers in counselling and psychology are calling attention to the importance of considering developmental factors in young people, when evaluating therapeutic treatment (Chronis et al., 2006; Kendall et al., 2006; Sauter et al., 2009). They propose that emerging adult characteristics including a desire for autonomy (Binder et al., 2011; Edgette, 2002; Shirk & Karver, 2003), and agency (Gibson & Cartwright, 2013; Hoener, Stiles, Luka, & Gordon 2012; Sparks, Miller, Bohanske, & Claud, 2007) are essential when engaging with these populations. As such, this proposed research would be the first to investigate factors specific not only to individuals who are marginalized in some way, but also at the stage of emerging adulthood.

The overarching aim of this proposed research is therefore to inquire into the core elements of the relationship between teacher and student at CEGEP level, in an effort to fill a gap in the literature regarding the experience of the relationship on the part of both parties. With the understanding of counselling and psychology theory and empirical findings, new light may be shed on the factors that create meaning for the student and teacher. Further, though there has been some study of this phenomenon at the lower academic levels, no study to date has investigated the relationship with an eye to specific components, with CEGEP students, and in particular, those who are at-promise. A qualitative study will offer a new avenue to understanding the nuances and complexities of the meaningful relationship that may benefit practitioners and students.

Conceptual Framework

In order to support an inquiry into the complex nature of the interpersonal relationship between emerging adult at-promise student and teacher, I will draw from the several conceptual frameworks. Education as well as counselling and psychology theories and concepts are essential in helping to explicate the dynamic interaction under study. Therefore, from the educational perspective, Tinto's Theory of Departure, Noddings' concept of Care, as well as Roger's Person Centred Theory will be presented with an emphasis on their tenets regarding the formation of school-based relationships. Psychodynamic Object Relations Theory including a specific discussion of Bowlby's Attachment Theory will explicate the underlying function of meaningful relationships. Bandura's concept of agency, as it pertains to Erikson's and Marcia's perspective on individuals in emerging adulthood will support an understanding of how to create relationships specifically with CEGEP aged students.

Tinto's theory of student departure

In his theory of student departure, Tinto (1993) outlined the importance of establishing relationships in the college setting. Tinto stated that in order for students to persist in their studies, they needed to feel a connection to the institution where they attend classes (as cited in Deil-Amen, 2011). He suggested that social integration was important in allowing the individual student to feel "congruent" (p. 41) with the college or university (as cited in Coll & Stewart, 2008). Furthermore, Tinto established that students who did not persist in their studies must have left due to a rupture in their student-teacher relationships that led to a break with the institution (as cited in Bourdon et al., 2007). This is supported in the literature, where college students site reasons such as "not belonging" (Harris, 2007, p. 95), "having difficulty connecting" (Andrade, 2007, p. 60), and "not feeling part of the cohort" (Hermanowicz, 2007, p. 33) as reasons for leaving school.

Tinto (2007) more recently asserted that faculty, especially in the classroom, provide the critical connection between students and school. He stated that higher academic level classroom practices must be altered, so as to encourage student-teacher relationships, through varying curricula, pedagogy, and assessment, to enhance student retention. This is essential because the National Survey of Student Engagement (NSSE) 2001 annual college report noted that 44% of first year students stated that they

never discussed ideas with their teachers, 66% never talked about career plans with teachers, and 65% never engaged non-classroom material with teachers (as cited in Erickson et al., 2006). Indeed, Parascella, Terenzini and Feldman (2005) suggested that ample research demonstrates that contact with faculty outside of class, on a personal level, is associated with student satisfaction, aspirations, achievement, and persistence. In fact, Tinto (2007) points out that college teachers should endeavour to pursue teacher training to become better educators in an effort understand the components of the relationship that contribute to student success. It is therefore essential to employ Tinto's perspective when investigating relationship factors particular to the college context.

Nodding's concept of Care

Many researchers investigating relationship factors suggest that the connective and productive element in the relationship is teacher care (Hamre & Pinta, 2005; Hughes, 2011; Jennings & Greenberg, 2009). Noddings' theory on the ethics of care in the academic context underlies this notion. As Noddings suggested "teaching is one of the foremost of personal relations" (MacMurry 1964, in Noddings, 2012, p. 771). In her numerous publications (1984; 1992; 2010; 2012) she outlines the concept of 'care' and examines its nature. She notes that every human life starts in relation, and it is through relations that human individuals emerge (Noddings, 2012). Caring involves both members of a relationship; the 'carer' and the 'cared for'. The relationship is thus unequal in that each member contributes differently.

In the educational context, the teacher takes on the 'carer's role, whose task it is to be attentive in a relation to the student where he/she demonstrates receptivity by showing interest in the expressed needs of the cared-for student, not simply the needs assumed by the school, curriculum or institution. In order to be effective, the teacher must be capable of "motivational displacement" where the teacher's energy flows toward the needs of the cared for student (Noddings, 2012, p. 772). The student's, or cared for's task in return, is to be receptive and to show that caring has been received through the pursuit of an agreed-upon project, with energy and an attitude of inquiry (Noddings, 2012). This response effectively completes the caring relationship.

Noddings cautions that there are teachers who are seen as caring because of their conduct or character, in that they are conscientious and work hard. However, if this work is based on the assumed needs rather than the expressed needs of the students, the caring relation may not take place. Assumed needs refer to what the teacher' goals are, as opposed to the expressed needs of the student. It is only through effective and active listening that the teacher can be open to the student and demonstrate that the student has been heard and understood. If a student's dialogue betrays a negative feeling about the subject matter, the teacher must attend to this before attending to the school subject. As such, teachers must be allowed to use their judgment to make these choices and thus not ignore the assumed curricular needs, but attempt to address the expressed needs. The result of the effective caring relation is an atmosphere where "empathic accuracy" can occur, wherein the teacher correctly identifies the student's expressed need and the student cooperates in working through the assumed curricular need (Noddings, 2012, p. 775). In this context, trust is established and enhances motivation. Without it, Noddings suggests that children feel like objects, types or cases and thus cannot progress to further

levels. These outcomes are as likely to manifest in more mature students, including those that are emerging adults at CEGEP level. As such, the concept of care is critical in explicating emerging findings regarding the nature of student-teacher relationships.

Roger's person centred approach: A humanist view

In an effort to understand the dynamic of care and how a teacher can demonstrate care while effectively engaging in an academic exchange, Rogers outlined a student-centered approach to teaching that describes the disposition and qualities that a teacher must possess so as to allow a student to actualize to their full potential (Rogers, 1961). Though Rogers' work emanates from counselling and psychology and originates in therapeutic methods, he spoke at length about the potential for this models' application in the academic setting (Rogers, Lyon, & Tausch, 2014). Lyon (as cited in Rogers, Lyon, & Tausch, 2014) compiled an extensive record of Roger's ideas and perspectives on teacher-student interactions and established that Rogers' model for school based methods, which impacted on educational theory and practice in the 1960s through the 1980s, could still resonate and be applied today.

Rogers (1961) stated that "significant positive personality change does not occur except in relationship" (p. 73). Rogers became dissatisfied with traditional approaches to psychotherapy which focused primarily on a medicalized, diagnostic, and interpretative approach to treating people in distress (Patterson, 1986). After his experiences working with youth in Rochester, New York, he developed a more positive, hopeful perspective on the human condition (Rogers, 1961). Influenced by contemporaries such as, Perls and Frankle, who emphasized the importance of people taking charge, and finding meaning in their lives, Rogers suggested a new view, that human beings are basically cooperative, constructive and trustworthy and, when they are forward functioning, there is no need to control aggression as they will be able to self-regulate and balance their needs (as cited in Rogers, Lyon, & Tausch, 2014). His view encompassed a humanistic phenomenological view of the world. This perspective suggests that there exists no objective reality, rather, that each person has a unique and personal perception. That perception guides the individual's views and beliefs, and establishes a personal reality (Seligman & Reichenberg, 2014). Though childhood experiences may have played a formative role, it is the current experience of reality that matter (Kramer, Bernstein, & Phares, 2014). In conjunction with this perspective, he believed in a basic equality between counselor and client and, as such, no longer referred to individuals as patients. He forged the first steps to viewing therapy as a place where people could be empowered to find their own solutions. Much of these ideas are congruent with educational theories and philosophies, where an understanding of the student in the context of culture, and environment is espoused.

The main tenets of Rogers' theory, pertaining to education, suggest that people are essentially capable, trustworthy and able to promote their own personal growth. Despite difficulties, individuals can reach their full potential (Rogers, 1961). Rogers asserted that children's self-concepts are shaped through interactions with important others such as teachers, who help them form personal perceptions of self-worth that are either positive or negative. A positive student-teacher interaction can allow a child to have a perception a high self-value and thus encourage the child to grow and learn. In

contrast, a demeaning interaction can cause long term damage and can lead a child to feelings of worthlessness and thus abandonment of school. Rogers asserted however, that despite the harm that negative interactions can have on individuals that they have within themselves varied resources and resiliencies that can help alter their self-concepts, especially when working in an affirmative relationship with another. Rogers suggested that if a teacher is congruent, which demonstrates an ability to be genuine and authentic, shows positive regard, which involves caring and acceptance for another, shows empathy, which demonstrates an understand of another's circumstance without judgment, then the recipient can become a fully functioning person and experience successful leaning.

Rogers endorsed a constructivist learning environment, where teachers promote autonomous, student driven learning. He proposed an uninhibited approach to teaching where teachers are not bound by rigid curricular demands but engaged in self-initiated, experiential learning (Rogers, Lyon, & Tausch, 2014). Further, he suggested that the best classroom environments were ones that promoted diversity of student body and a sharing of personal, cultural backgrounds and experiences. He proposed that varied and challenging classroom interactions with people of diverse backgrounds would enrich the experience for all concerned. He prioritized the teacher-student relationship and proposed an open classroom design so as to allow both teacher and student to work together in exploring concepts of their choosing. Rogers (as cited in Rogers, Lyon, & Tausch, 2014) said,

> Schools can, if they wish, deal with students in ways that stimulate and facilitate significant self-reliant learning. This approach is based on the person-centered freedom-to learn and to live. It eliminates every one of the elements of conventional education. It does not rely on carefully prescribed curriculum, but rather on one that is largely self-chosen (p. 2)…It promotes real relationships and real interpersonal communication (which are) deeply growth promoting (Rogers, p. 76).

This perspective is consistent with constructivism as a broad approach and with Noddings' view with regard to the importance of the caring relationship. Rogers' and Noddings' ideas can inform research outcomes aiming to clarify the interactions between students and teachers.

Object Relations theories: Bowlby's attachment theory

Based in the psychodynamic perspective, Object Relations theories (OR) are specifically focused on the nature of interpersonal relationships, particularly those built in early childhood between a care-giver and an infant. The central concept proposed by OR is that an infant is driven to attach to an object based on his/her emotional and energetic investment (Seligman & Reichenberg, 2014). OR theory suggests that, typically, the mother is the first internal object of relations.

Of the many known OR theorists including Klein, Sullivan and Mitchell, one of the most prominent was John Bowlby, who developed the theory of attachment. Bowlby suggested that there is a universal human need to form close attachment bonds, particularly in infancy (Bowlby, 1988). Children from attachment bonds through proximity promoting behaviours, including crying, smiling and clinging, while caregivers reciprocate synchronously and congruently, through smiling, touching, soothing, and

verbalizing. The predictable exchange of behaviours forms the basis for emotional regulation, where the child can later manage emotions because of the stable and predictable patterns that were establishes in early infancy.

Mary Ainsworth (as cited in Bowlby, 1988) drew on Bowlby's theory and suggested that an affectual bond is formed between caregiver and child that is an important and unique experience that encourages closeness between the two. Attachment bonds, such as these, can vary according to the parent's interaction with the child. When the parent and child establish a secure attachment, the child is free to explore his/her world without fear. When the parent responds in less contingent and predictable ways, the child has difficulty forming an attachment to his/her parent and is further affected in his/her interactions with others. Depending on the parental response, the child can form an avoidant bond, where he/she will not seek closeness from a caregiver, a resistant bond, where he/she will engage in little exploration, or a disorganized bond, where he/she will manifest confusing and undirected behaviours (Seligman & Reichenberg, 2014). Research suggests that when attachment is secure, the outcomes for the child extend into adulthood (Levy, Ellison, Scott, & Bernecker, 2011). Securely attached children later become adults who demonstrate high self-esteem and a greater capacity for empathy (Luyten & Fonagy, 2012). Children who are insecurely attached become adults who have difficulty in relationships with others and often exhibit symptoms of depression (Surcinelli, Rossi, Montebarocci, & Baldaro, 2011).

Bowlby's clinical approach emphasized attachment principles in that, like a secure parent child relationship, a secure therapeutic relationship could create a stable environment where the patient could readily explore personal issues. He suggested that the purpose of psychotherapy was to help people understand how early relationships had formed the models on which their current behaviours are based. Through therapy, patients could learn to modify their expectations, and actions, based on current experiences (Bowlby, 1988). The value of this relationship has been supported in the literature (Farber & Metzer, 2009; Goodman, 2010; Levy, Ablon, & Stuart, 2012). Specifically, a new attachment between therapist and client can help produce positive change in relationships with others.

Attachment theory can inform the teacher/at-promise student relationship in that the at-promise student frequently has weak ties to the academic subject matter, the students in the classroom, the teacher, and the school (Tinto, 2007). Jennings and Greenberg (2009) suggested that these students are the most in need of a supportive relationship because previous inadequate student-teacher relationships have lead to dislike of school, fear of alienation and anti-social behaviour. Further, these students frequently experienced unfulfilling relationships. Teacher interactions with these students, fostering secure bonds, would help at-promise students feel more secure and connected in the classroom and, by extension, the school as a whole. In addition, when teachers, through warmth and support, provide a sense of belonging and connectedness to the school environment, they allow students to feel free to explore new ideas without fear of failure (Watson, 2003 as cited in Jennings & Greenberg, 2009). Murray and Greenberg (2000) noted that for at-promise students, having the opportunity to attach to the teacher and thus feeling free to explore their learning independently, improved their likelihood of continuing with their studies (as cited in Jennings & Greenberg, 2009). Furthermore, as outlined by Bowlby, stable and predictable secure attachments in children create an

"internal model" (as cited in Boyd, Bee, & Johnson, 2012, p. 158) for similar relationships with others. An at-promise student's secure attachment to a teacher might then shape the type of relationship the at-promise student will form with others and better his/her chances of staying in school. The principals of attachment theory are therefore essential in supporting research into the student-teacher relationship.

Bandura's concept of Agency: in context of Erikson's Psychosocial Stages Theory -Identity Vs Role Confusion and Marcia's Theory of Identity   Achievement

Client agency has been recognized as an important factor in positive counselling outcomes for adults (Bohart & Tallman, 1999; Bohart, 2000), but recently has been of particular importance with adolescent clients (Sparks, Miller, Bohanske, & Claud, 2007). Agency is a concept that has grown out of Bandura's recent work (2006). He defined agency as the ability to act on and influence one's own wishes and intentions (Bandura, 2006). He noted that this encompasses core properties of "intentionality" (p. 164) where people engage actively in making plans and organizing strategies, and "forethought" (p. 164), where people can anticipate a goal and the accompanying consequences. Bandura suggested that people who can operate with agency are also "self-reactive" (p. 165) and thus engage in an active process to initiate a change. Following the process, Bandura stated that they are then capable of "self-reflection" (p. 165) wherein they examine their actions and related outcomes. These notions are rooted in Bandura's earlier conceptualizing of "self-efficacy" (Bandura, 2006, p. 170) and the individual's self assessment of capacity and ability. Bandura suggested that efficacious self beliefs allow an individual to aspire to new challenges and face new difficulties with confidence. These beliefs, in turn, contribute to the individuals desire to be an agent in their own change process. This concept is significant when considering adolescents, and emerging adults, in the process of therapy or within the academic setting.

Psychoanalytic perspectives including Freud's and Erikson's suggest that people go through different stages of development (as cited in Boyd, Bee, & Johnson, 2012). While Freud focused more on the stages of early childhood, Erikson outlined stages through which people develop during the passages of their entire lives. Specific to adolescence, Erikson suggested that young people between the ages of 12 and 18, experience a stage called identity versus role confusion. The central conflict at this stage occurs between the self that is the younger child and the self that is soon to emerge as the adult. In adolescence, the young person must forge a new identity. Often, the adolescent will go through an identity crisis, wherein he/she must decide who his/her peer group will be, what beliefs he/she will hold, what relationships he/she will value and what goals he/she will aspire to.

Marcia's identity theory was formed based on Erikson's principles (as cited in Boyd, Bee, & Johnson, 2012). He postulated that identity formation is characterized by four identity statuses. Ideally, for an adolescent to resolve the identity crisis set by the conflict between crisis and commitment, he/she should reach what is termed the identity achievement status. This person has gone through a crisis and has reached a commitment to a goal, profession and ideology. A person who is in the moratorium status is in crisis and has yet to make a decision. The individual in foreclosure status has made a commitment without going through a crisis. In this case, the person may have adhered to

parental or cultural goals and values already set prior to decision-making. Identity diffusion is a state in which the individual is neither in crisis nor has made a commitment. Often this person may be in the early stages of the process or has failed to reach a commitment after the crisis. Understanding the struggles associated with emerging adulthood are essential in an investigation situated within the college setting.

Research Methodology

In order to achieve a level of crystallization, which suggests employing a combination of multiple methods, forms of analysis, and genres of representation when conducting research (Ellingson, 2009), I propose to employ multiple qualitative approaches to inquire into the structure of the meaningful relationship between emerging adult at-promise student and teacher. Richardson (2000) stated that engaging in this manner promotes "a deepened, complex, thoroughly partial understanding of a topic (Richardson, 2000, p. 934). Tracy (2010) further noted that a researcher can then hope to converge on conclusions that are more trustworthy. Though findings may not necessarily be more accurate, multiple qualitative methods increase the scope of the study, deepen understanding, and encourage consistent interpretation. In addition, taking many avenues to data collection encourages multivocality, inviting many and varied points of view and opinions to surface.

For this study, the interview will constitute the first avenue to exploring the meaningful relationship. Siedman (2013) suggested that this is an ideal starting point because "telling stories is essentially a meaning-making process" (p.1) where the interviewer can seek to understand the experience of another as well as the meaning they ascribe to that experience. Following this process, a thematic analysis of the data based in Grounded Theory and constant comparison will explore the constructed texts. Broadly, this process requires the researcher to organize excerpts from transcribed interviews into categories, with the aim of connecting threads, patterns and thus, allowing themes to emerge (Glaser & Strauss, 1967). The purpose of this process is to uncover meaning and to propose connections among events, structures, roles, and the social forces impacting on the individual's experiences (Seidman, 2013). Subsequently, in order to more deeply access the voice of participants, an arts-inspired narrative analysis using poetic inquiry through the gathering of found poetry will be conducted. Richardson (1992) demonstrated that language extracted from interviews and arranged into poetic passages allowed access to the deeper and more evocative stories of participants. Indeed, through poetry Sullivan (2009) suggests that the authentic, emotional voice rooted in experience becomes accessible. Finally, the arts-informed approach of collage will be employed so as to embody meaning and attempt to access how the participants perceive themselves within the world (Van Schalwyk, 2010). This final process will allow the participants to present their perceptions in an alternate, concrete manner that may fill gaps and connect ideas (Butler-Kisber, 2010). This combination of more practiced methods with more current approaches will best support research into the understanding of the relationship.

Researcher practitioner stance

Along with philosophical constructivist stance, another critical position when engaging with participants using these methods involves researcher stance. As an investigation unfolds, meaning is constructed by all members involved, and interpreted

by the researcher (Denzin & Lincoln, 2011; Butler-Kisber, 2010). As such, Butler-Kisber (2010, p. 5) suggests that a qualitative inquiry encourages the researcher to position her/himself reflexively within the study.

Indeed, Maxwell (1996) stated that knowledge and experience of the context wherein the inquiry takes place is essential as it acts as a source of insight and hypothesis, which can help inform the inquiry. He noted, "any view is a view from a perspective, and therefore incorporates the stance of the observer" (Maxwell, 1996, p. 29). I will be engaging in this study with teachers and students in my own working environment. In this way, I will position myself as a practitioner researcher. In so doing, I will then develop relationships with the participants in order to clarify specific details that emerge regarding particular teacher/student relationships. According to Cochran-Smith and Lytle (2009), taking this stance in an inquiry is ideal because it positions the teacher, who has the greatest knowledge of the context and practice, at the centre of the study. This permits a closer understanding of the link between knowledge and practice. In this case, this perspective is essential because the goal of the inquiry is to understand the dynamic relationship between student and teacher. Further, Cochran-Smith and Lytle (2009) point out that the practitioner researcher, who has the best knowledge of practice, can most effectively transmit to others what is occurring in the local context. In fact, they suggest that this approach allows for an expanded view of practice where the transmission of knowledge will more likely improve practice. The goal of this study is to help teachers work more meaningfully with students who are struggling in school. I am hoping that investigating this student/teacher dynamic from a practitioner researcher stance can foster this outcome.

When conducting a study from the perspective of practitioner researcher, issues relating to objectivity, ethics and personal beliefs often arise. As discussed, traditional research often values objectivity. In this case, because I will interview colleagues and students who teach and learn at my CEGEP, there is little separation between myself and the participants in the inquiry. As such, I will rely on what Maxwell (1996) calls my "critical subjectivity" (p. 28), where I consciously use my knowledge of the context as a guide during the investigation process. According to Cochran-Smith and Lytle (2009), this insider position is considered an asset to the research because only in this way can I gain insight into the particular question under investigation.

With regard to ethical considerations, some critics suggest that practitioner research may cause participants to feel that they must comply with research demands. Because I occupy both a collegial and instructional connection with the participants involved in the study, the individuals being interviewed might feel that they have no choice but to participate. Tracy (2005) notes that in cases such as this, the researcher must consider 'situational ethics' (Tracy, 2005, p. 847) and consider the circumstances of the inquiry in a particular context. It is essential to constantly reflect on the research process in order to be mindful of the consequences to the participants. Cochran-Smith and Lytle (2009, p.103) contend that practitioner inquiry is based on the notion that an investigation is not neutral but has, at its core, a desire to effectuate change. In fact, my goal is to enrich the experiences of emerging adult at-promise students, by shedding light on the qualities and approaches of teachers that are effective in this regard. It is essential for the teachers and students to be informed about the nature of the study and thus aware of its intentions. Finally, as suggested by Campano (as cited in Cochran-Smith and Lytle,

2009) a teacher researcher cannot detach his/her own personal perspectives, experiences and biases from the study at hand. He suggests that in order to manage this problem, the researcher must make clear how personal perspectives impact on the research at all stages of its process. It is my intention to remain transparent throughout the process of this study so as to communicate my views as they emerge.

Qualitative Research

Denzin & Lincoln, 2011 suggest that "qualitative research is a situated activity that locates the observer in the world" (p. 3). It is a way of knowing about the world, where the researcher interprets information garnered from people, through various methods including interviews, observations, field notes, photography, memos, and the like, as people live their lives (Denzin & Lincoln, 2011; Lichtman, 2010). Qualitative practices explore the meaning that individuals make about their beliefs and experiences (Erikson, 2011) and according to Denzin and Lincoln (2011); these practices "make the world visible" (p. 3). As such this proposed research inquiry will employ qualitative methodology to achieve a deeper understanding of relationship factors between teacher and student at CEGEP.

To engage in qualitative work is a multilayered and complex process involving various approaches and techniques selected by the observer (Denzin & Lincoln, 2011). The goal of research is to allow meaning to emerge, and to yield insight, without the inquirer imposing or predicting outcomes or causality (Savenye & Robinson, 2005). Indeed, the voices of the participants are encouraged, as the researcher seeks to understand individual experience from their perspectives (Hatch, 2002). As such, small samples of participants are purposefully selected in an effort to encourage deep interaction and a gathering of great detail about a phenomenon (Sevenye & Robinson, 2005). The researcher (in this case, myself) is part of the inquiry process, due to the close observational approach, and becomes participants in the system under study (Hatch, 2002). She/he endeavours to be reflexive so as to rigorously document possible biases, influences and emotional responses to the research process (Butler-Kisber, 2010). In this context, the researcher strives to provide rich descriptions of the complex specific situations (Tracy, 2010), and the research goal is to "particularize" (Butler-Kisber, 2010, p. 15) rather than generalize the findings to other environments (Sevenye & Robinson, 2005). Particularizing encourages the research audience to find resonance within the study, suggesting that the meaning outlined in the research "overlaps" (Tracy, 2011, p. 845) with personal situations, and thus promotes new understanding of a phenomenon (Butler-Kisber, 2010). These outlined characteristics demonstrate that this approach is well suited to the search for meaning within the student-teacher relationship.

The interview

In the pursuit of an understanding the perceptions, nuances and dynamics of individuals participating in the teacher/student relationship, the primary method to accessing meaning is through the interview. The interview is a preeminent research method because it can access the stories of participants, which can then be effectively transferred to others (Tracy, 2010). Transferability is achieved through the gathering of

direct testimony, which is richly described and accessibly analyzed. Tracy (2010) suggests that when readers feel as though the story of the research overlaps with their own situations, they intuitively transfer the research to their own action. As such, the interview is the best starting point for the researcher to begin an exploration which will ultimately lead to resonant outcomes, encouraging an audience to connect with and engage empathically with the findings (Tracy, 2010).

For the purpose of conducting interviews with teachers and at-promise emerging adult students, Seidman's (2013) method, wherein he advocates for an in depth interview protocol is best suited. Seidman contends that research and methodology should be congruent. As such, a research inquiry into the "lived experiences" of teachers and students and the interview design as the avenue to answering the question, is ideal (Seidman, 2012, p. 25).

Siedman outlines a phenomenological theoretical approach to in-depth interviewing accompanied by an explicit discussion of application. Seidman suggests that the interview process is essential in accessing stories, which allow the researcher to make meaning of an event. Every word of a story is a microcosm of the participant's consciousness (p. 1). Further, in the relating of a story filled with personal reflections and behavioural detail in context, which is crucial to understanding, the participant can make meaning of the story. Seidman encourages the researcher to engage the participant in three 90-minute distinct sequential interviews, which focus on specific events that inform about the past, the present, and expectations for the future. This interview structure allows for authentic, trustworthy, and valid meaning to be gleaned. It is thus my intention to encourage the participants to reflect on their experiences of relationships, in this manner through one to two interviews.

Seidman contents that qualitative inquiry encourages an open and emerging research design so as not to drive the data and that the interview is the most flexible avenue to guide the approach. Careful planning and preparation are nonetheless, vital, so as to maintain focus and avoid a lack of discipline. As such, I have outlined an interview protocol comprising of general questions without a plan to narrow the inquiry and limit the emerging themes (See Appendices D and E).

Thematic Analysis

Butler-Kisber (2010) states that "thematic inquiry uses categorization as an approach (Maxwell & Miller, 2008) for interpretation that produces a series of themes that emerge in the process of the research that account for the experiences across groups or situations." (p. 8). Categorizing processes can be seen in multiple approaches including concept mapping and cartographic mapping (Butler-Kisber, 2010), and are primarily employed in constant comparison methods, where data is separated into categories which are subsequently compared, sorted and contrasted until themes emerge (Maxwell & Miller, 2002). Constant comparison is an interactive process wherein a series of "field texts" or data samples are continuously and simultaneously selected and analyzed until the sample is "saturated" or fully developed (Butler-Kisber, 2010, p. 29).

The constant comparison method outlined by Maykut and Morehouse (1994) is a comprehensive approach wherein field texts drawn from the interview transcripts are unitized into categories based on descriptive code names suggested by the researcher. In

order to keep the data grounded in the participant experience, this process is emic in nature in that categories arise out of the insider perspective providing meaning that is ideographic and reflects the experience of the researcher and the participant (Morrow, 2007). The code names are continuously revised to allow for expansion or contraction of categories as more conceptual themes emerge. Subsequently, broader, more encompassing themes are built that can reflect similarities across participant experiences. Maykut and Morehouse (1994) suggest that this is an inductive process where the field texts that are collected relate to the focus of the inquiry. However, themes emerge and are never predetermined.

Indeed, Maykut and Morehouse's (1994) approach is strongly empirical and flexible. By initially accessing field texts as they present themselves in the in one-on-one interview transcripts, then engaging in a constant process of organizing themes to look for deeper and clearer meanings, a greater understanding of the phenomenon under investigation will emerge. This method encourages the researcher to revisit the emerging themes and categories as they arise in the process of the investigation allowing the researcher to remain flexible with regards to the research question and sub questions. Should new emerging themes come forward, it is possible to adjust the questions and to not mistakenly eliminate important new information that may shed light on the inquiry.

This approach is based in Grounded Theory (GT), as outlined by Glaser and Strauss (1967) which is one of the most influential thematic approaches in both educational and counselling and psychology, today (Patton, 2002, as cited in Fassinger, 2005). GT's main purpose is to progress beyond simple data description to the generation of theory (Creswell, 2012). GT is appealing to researchers because it provides the tools for data analysis, absent of theoretical constraints (Charmaz, 2006) while retaining some systematic methodology (Lichtman, 2012).

Despite contention in the field as to the position that GT takes within the positivist and constructivist continuum (Butler-Kisber, 2010; Charmaz, 2006; Creswell, 2006, 2012; Hatch, 2002), Charmaz (2006) has currently proposed that GT can be positioned within the constructivist paradigm, where one can build on Strauss' pragmatist underpinnings. She and others (Seale, 1999; Bryant & Charmaz, 2007) have suggested a constructivist GT view which utilizes GT tools and analytical approaches but rejects positivist assumptions, by emphasizing the study of phenomenon rather than the methods of study. By maintaining a reflexive stance where the researcher locates him/herself within the study, and reality, constructivist GT is possible and useful. Based on the underlying principles of GT and the addition of these new perspectives, Maykut and Morehouse's (1994) constant comparison method based in GT is the appropriate thematic approach to be used for this study.

In this inquiry, the teacher and at-promise student subjective experiences of the interactions are important. As stated in Butler-Kisber (2010, p. 51), a fundamental aspect of this approach is to focus on the experiences of the participants and to take note of the preconceptions of the researcher so as to set them aside and view the emerging findings with a fresh eye. The goal is to look for what is unique in the particular context.

Despite the desire to include context within this analysis, Maxwell and Miller (2002) caution that categorization processes such as Maykut and Morehouse's constant comparison method preclude the possibility of contextualizing the findings in a contiguous or proximal manner. Indeed, the process of deconstructing the field texts and

reorganizing them in the context of similarity of content or topic can lead to a "neglect of the actual context relationship" (p. 466) in time and space. They suggest that in order for the researcher to contextualize, or connect data in a manner that promotes an understanding of meaning within context, alternate methods, which seek to preserve context within the analysis, should be employed. Arts-based approaches, which allow the researcher to draw on multiple, transient and temporal changes to explore processes in context, may support this endeavour (Diamond & Halen-Faber, 2005).

Arts-Based Methods

This inquiry is centrally concerned with accessing the subjective voice of the participants in order to better comprehend the meaning of their interpersonal relationships. Voice is an authentic and accurate representation of an individual's experience in context (Leavy, 2009). In a study focused on both teachers and emerging adults, reaching voice is critical. Though a textual analysis will yield emerging themes about the meaning of the relationship between participants, there is a need to reflect the deeper nuances and complexity of the interactions in a more integrated way. Arts-based methods provide that avenue, in that they allow the researcher to identify the core meanings in an investigation (Butler-Kisber et al., 2002/03). By encouraging alternate forms of representation, the participant's subjective voice can be accessed, and multiple interpretations can be achieved (Butler-Kisber & Stewart, 2009). In so doing, Tracy (2010) suggests that outcomes will have more resonance and promote empathy, identification and reverberation for the readers.

Arts-based research is a complex field, originating in the social sciences, but in addition, influenced by the arts (Coles & Knowles, 2008). Arts-based research is characterized by many (Barone & Eisner, 1997, 2012; Butler-Kisber, 2002; Coles & Knowles, 2008; Denzin & Lincoln, 2011; Leavy, 2012) as an inquiry approach that delves into the potential for multiple representations, through aesthetic means (Barone & Eisner, 2012). Various forms of artful representations can be explored, including literary, visual, performing, and musical (Coles & Knowles, 2008; Leavy, 2012). Indeed, over the past 20 years, these broader categories have included practices such as, reader's theatre, creative non-fiction, poetry, lyrical work, as well as collage, photo voice, quilts, and film (Butler-Kisber, 2002; Coles & Knowles, 2008; Leavy, 2012). These myriad approaches promote discovery and mediate understanding in ways that linear and textual analyses cannot access (Butler-Kisber et al. in Russell & Murphy, 2002-03).

Barone and Eisner (1997) have characterized arts-based educational research as including seven features. The first is "the creation of a virtual reality" (p. 73) suggesting that the artistic form, be it performative, visual or text-based can bring a person into a new realistic realm. Good arts-based research has the "presence of ambiguity" (p. 74), where all elements are not represented and the individual can contribute to the interpretation. "The use of expressive language" (p. 75) is encouraged, where metaphor and evocative imagery allow people to make inferences about the form. A fourth characteristic outlined by Barone and Eisner (1997, p. 76) is "the use of contextualized and vernacular language" which promotes speech that is directly linked to social context and the lived experience of participants. These approaches "promote empathy" (p. 77) and understanding of the individual within the study as well as self-understanding on the

researcher's part. The researcher ultimately produces the final report and thus, the "personal signature of the researcher/writer" (p. 77) serves as the intermediary between what has been understood and what is conveyed. The final presentation must be concerned with "the presence of aesthetic form" (p. 78) and achieve congruity between the artful stance and textual outcome, without relying on pre-determined research standards. The qualities of good arts-based research are linked to its purpose in an inquiry.

Arts-based interactions address deeper and more complex issues in subtle ways (Barone & Esiner, 2012). "Arts based research…exploits the capacity of expressive form to capture qualities of life that impact what we know and how we live" (p. 5). Due to the cognitive limits of human language, Eisner (2004) stated that most things that are known cannot be articulated in propositional form. As such, in order to move beyond these barriers, art forms provide the avenue to understanding. Indeed, the evocative images imbedded in art forms can embody a person's individual position and promote meaning (Diamond & Halen-Faber, as cited in Mitchell, O'Rielly, Weber, 2005). Embodiment is made possible by delving into the senses through artful media (Eisner, 2004). This process allows for insight into the subjective truth of the individual (Barone & Eisner, 1997). Truth, in this context is perceived as that which has been constructed by the individual as opposed to factually based. Indeed, subjective truth emanates from within each person and thus offers individual perspective. Meaning is gleaned from the experiential world the individual portrays through the art form (Barone & Eisner, 1997). Ultimately the audience can then access the meaning through empathic participation with the form (Barone & Eisner, 2012).

Arts based approaches are essential in accessing meaning in the context of the lived experience in a manner that differ from thematic approaches. As such, in this study aimed at uncovering the deeper subjective experiences of students and teachers in relationship, congruent approaches selected from within this method will enhance the inquiry. Indeed, Maxwell and Miller (1992) suggest that engaging in both categorizing and contextualizing methods can promote a deeper understating of a phenomenon (as cited in Butler-Kisber, 1999).

Poetic Inquiry

Poetic inquiry draws it roots from narrative approaches, and shares the use of the literary arts as an avenue to uncover and express the human experience (Prendergast, Leggo, & Sameshima, 2009). It encompasses the complex literary process inherent in poetry writing in that its goal is to act on the emotions by combining the eloquent intercourse of words and expressed feelings to reveal truth. Poetic inquiry reflects an imagined awareness of an experience through sounds, language and rhythm, to invoke a response on the part of the reader (Flanagan, 2007). As such, poetry allows the reader to delve more deeply into a text to reveal meaning. As a medium for understanding, poetry elicits ideas, connections, and illustrative metaphors to help uncover unanticipated representations of reality (Diamond & Halen-Faber, 2005).

Eisner aptly noted that understanding is mediated by form (as cited in Butler-Kisber, 2002) which paved the way for qualitative researchers to consider poetry as a viable inquiry tool to accessing the meaning and understating of the lived experience

(Butler-Kisber, 2010). Indeed, poetic inquiry began to appear in educational research following the practices emerging in anthropology (Butler-Kisber, 2010). Sociologist, Laurel Richardson is credited with spearheading this work in the educational qualitative field, when she began to use 'found poetry', or words selected from interviews, which she then transformed into poetry, thus effectively depicting the core meaning and story of her participants (Leavy, 2012).

Poetic inquiry of this nature has the potential to transform an individual's understanding and emotional connection to a phenomenon and as such is capable of achieving "empathic validity" (Dadds, 2008, as cited in Tracy, 2010). In a research project aimed at gaining a deeper and more resonant understating of relationship, this approach is critical. The transformation of interview field texts from both student and teacher participants in this manner, will promote empathy, introspection, and interpretation through an aesthetic lens. Tracy (2010) noted that resonance is a central component of high quality research and as such; poetic inquiry in this context is the avenue to reaching this goal.

Collage

"Writing is not always enough- less linear approaches can also be fruitful" (Butler-Kisber et al., in Russell & Murphy, 2002-03). Indeed, incorporating visual and tactile media in an investigation into the meaning of the at-promise emerging adult student and teacher relationship may extend the inquiry to further insights. Collage has been proposed as the method through which more complex concepts can be experienced, and explained in a holistic manner (Davis & Butler-Kisber, 1999). As such, incorporating collage inquiry, along with poetic inquiry, can aspire to deepen understanding, encourage consistent interpretation, and broaden the scope of the research (Tracy, 2010). Tracy (2010) would suggest that this would achieve triangulation and crystallization, where many sources of data allow a convergence on more profound conclusions, leading to greater credibility.

Indeed, collage accomplishes a variety of aims that are not accessible through text analysis. Collage provides a channel to the subjective position within a question or a phenomenon, which then leads to more meaningful understanding of the self (Raggatt, 2007; Schalkwyk, 2010). Collage encourages the participant to respond to a question by attending to complex positioning of concrete images (Butler-Kisber, 2010). Despite the notion that the creator of the collage is either deliberately or randomly selecting images to position, unwittingly, the outcomes are based in metaphors and hidden patterns (Butler-Kisber, 1999). Indeed, individuals who have created collages "act toward the images on the basis of the meanings, feelings and thoughts they assign to the people or things in the images" (Van Schalkwik, 2010). Moreover, because the final collage is a fixed entity that cannot be altered the tangible images steeped in colour, shape, position, space, and time allow participants to discover links to ideas, memories, and experiences that hitherto have been obscured (Butler-Kisber, 2010, 1999; Butler-Kisber et al., 2002; Norris, 2008). In an inquiry, collage can contribute by completing the research "puzzle" (Butler-Kisber et al. 2002/03, p. 138), as it "serves to open the reading of the data to a peripheral vision, to a more embodied, intuitive and vulnerable interpretation" (Alnutt, 2001, as cited in Butler-Kisber et al., as cited in Russell & Murphy, 2002/03, p. 133).

Collage inquiry has predominantly been used by researchers as a reflexive instrument in order to clarify research questions, reflect on process, look for emerging ideas and make links throughout the inquiry practice (Butler-Kisber et al. 2002-03; Butler-Kisber, 2010; Davies & Butler-Kisber, 1999; Norris, 2009). Few have employed the method as an elicitation tool where it is used to draw insights about a phenomenon from participants in a study (Markus, 2007; Van Schalkwyk, 2010; Swanson & Wade, 2013). In this proposed inquiry, in which at-promise emerging adults are participants, this will be an effective access to understanding the meaning of their relationship with teachers. Both Swanson and Wade's (2010) and Van Schalkwyk's (2010) research effectively used collage with adolescent student participants. They advocated this method with adolescents; in particular, as it promoted self-expression and avoided the difficulties that younger participants have with relating story through discursive methods of expression (Schalkwyk, 201). Indeed, Markus (2007) noted that collage work helped her to "find words for narratives of experience" (p. 98) otherwise inaccessible through other means. The researchers suggested that collage offered a relatable technique that was enjoyable for adolescents to engage in, which encouraged participation and promoted understanding. As such, in conjunction with the interview, constant comparison and poetry, collage will provide the final component to ensuring a rich, rigorous inquiry.

Data Collection

I will begin the inquiry process by collecting primary audio-recorded interview data from participants selected through purposive sampling technique, as will be discussed forthwith. Throughout the interviews, as a means of acquiring secondary data, I will take observational notes as well as reflective memos so as to maintain a reflexive stance throughout the process. Because this qualitative inquiry is focused on identifying the core meaning that individual's make of their interpersonal relationships I will employ the manually based approach of constant comparison, in order to stay as close to the field texts as possible. Subsequently, as discussed earlier, I will engage in the arts-based methods of poetic and collage inquiry in order to gain deeper access to the nuances and dynamics of the relationships under study. I will convey the findings in textual form to interested colleagues and scholars. It is my intention to humbly contribute to what Lincoln (2011) called "the deep studies of teaching, leaning and teacher practices" (p. 4).

Site and participant selection (purposive sampling)

Site selection

The research will take place at a public English language CEGEP. The college comprises of approximately 2700 students and 150 teaching staff. The college offers both pre-university and career programs. In order to preserve confidentially and privacy, the interviews and collage sessions (heretofore referred to as *meetings*) will take place on the campus in a classroom designated as available by the administrative assistant, at the time at which the meetings will be scheduled. The dates and times for the meetings will be chosen by the participants so as to accommodate their schedules.

Purposive sampling

Prior to proposing this study, I sought approval from the Director of the CEGEP. He agreed to allow me to conduct research at the college pertaining to this project and to any research relating to my dissertation (See Appendix K). It is my intention to use a purposive sampling technique, which involves a process of selecting subjects for characteristics relevant to a study (Bennett, Baggs, & Triola, 2014). In this case, I will contact three teachers who have been anecdotally identified by students over the past several years as being effective in establishing good (meaningful) relationships with their students. Concurrently, I will select three students who self-identify as at-promise, suggesting that they have experienced some form of difficulty during their time at the CEGEP and have sought help from a teacher with whom they experienced a good (meaningful) relationship.

Teacher participant selection and procedure

Because my overarching dissertation research focuses on the CEGEP context in particular, the participant sample will be drawn from the population of teachers at the CEGEP under study. For this project, the teacher participants will comprise of three CEGEP daytime teaching personnel from either the pre-university or career programs. They will be professional (male or female) adults who hold Masters level degrees. Their subject expertise area will not be a factor in selection nor will their age or number of years of experience at the CEGEP.

During the past seven years of working at the CEGEP and prior to my application for the PhD at McGill, I gathered anecdotal information from students during informal conversations in classrooms and hallways of the CEGEP. Based on student suggestions, I intend to invite three teachers to participate using an oral request, which I will send by email using the college email system (MIO: all email addresses are publically available to staff and students of the CEGEP) to ask if they are willing to meet with me to discuss my project (See Appendix A). There will be no formal advertisement to recruit teachers, as I am a member of the teaching staff at the CEGEP and can contact people directly. Following their selection, each participant who shows interest in taking part in the study will be informed about the nature of the study prior to beginning the meeting process (See Appendix C). Should the participant agree to the meetings, he/she will have the opportunity to be informed about the exact nature of the study and be given an informed consent form to sign (See Appendix E). The consent process will be ongoing so as to allow the teachers to understand the process as it unfolds and to feel comfortable in maintaining their participation and to withdraw at any time without penalty if they wish.

Student participant selection and procedure

Analogously to teacher participant selection, the student participant sample will be drawn from the population of students at the CEGEP. For this inquiry three students will adhere to the following criteria. They will be between the ages of 18 and 22 years, attend the CEGEP as full time students, be in their second year or more of study at the

institution, and be either male or female. Their program of study will not be a factor, not their previous reported course marks.

At the start of the semester following to the acceptance of this research proposal, I will speak to several groups of students who are in second level social science and research methods classes informing them of the nature of my research and inviting at-promise interested students to discuss the potential participation in this study (See Appendix B). I will chose these classes because they are easily accessible to me as a psychology and research methodology instructor. These classes are comprised of a large number of students (44 students), allowing for contact with students coming from diverse programs who have taken at least a full year of study at the CEGEP, thus ensuring that they have interacted with teachers at the CEGEP for at east one year.

Following this introductory message, I will inform the students of my office hours making myself available to students to discuss the study in more detail. Each student participant who shows interest in taking part in the study can subsequently come to see me at their convenience to discuss the nature of the study prior to beginning the meeting process (See Appendix D). I will invite the first three volunteer students who meet the criteria outlined above to join the study. Should the participant agree to the meetings, he/she will have the opportunity to be informed about the exact nature of the study and be given an informed consent form to sign (See Appendix F). The consent process will be ongoing so as to allow the student to understand the process as it unfolds and to feel comfortable in maintaining his/her participation and to withdraw at any time without penalty if he/she wishes.

Primary source of data collection and analysis

Interview data collection

The Interview will be the initial data collection method for this inquiry. The purpose of the interview is to gain an understanding of the participant's lived experience in context (Seidman, 2013). When conducting interviews, Seidman states that active listening is essential, not only for content but also for the "inner meaning" of the story (p. 7). The interviewer is an explorer, not an inquisitor and the goal is to promote a rapport with the aim of fostering a positive relationship wherein the participant feels at ease and respected (p. 68). In order to foster these outcomes, structured open-ended questions that allow for the participants to share their experiences without restrictions should be used. Indeed, I will use some guiding questions, while encouraging the participants to contribute as much as they feel is worthwhile (See Appendix G (teacher questions) and H (student questions)). Seidman reminds the researcher that all relationships are fraught with power dynamics pertaining to gender, class, language and ethnicity. In the interview, one must strive for equity and balance where the aims of the interview and study are clear throughout. As such, I will discuss issues of collegiality with teacher participants, and issues of power dynamics with student participants, so as to assuage any concerns they may have that my working at the CEGEP will impact on the dynamic of the interviews or dissemination of data (See upcoming section entitled *Ethics*).

Once the participant feels sufficiently comfortable with proceeding with the study, the interview meeting dates and times will be established and I will to meet with

the participant. With the participant's permission, audio taping of interviews will take place. I will transcribe the interview narrative myself into my password-protected computer. I will subsequently employ the constant comparison method, as well as the poetic inquiry approach of data analysis to identify themes as they emerge. These procedures will be discussed forthwith.

Collage data collection

The collage inquiry will constitute the subsequent method for data collection. Collage is a versatile art form which involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface (Norris, 2008). Collage making is an open, creative process, which encourages spontaneity of choice, form and positioning of segments to create meaning about the relationship between the participant and the emerging adult or teacher (Davis & Butler-Kisber, 1999; Swanson & Wald, 2013). Despite initial planning, the image that is created by the participant is ever changing, open to emerging possibilities, and based in intuitive associations. It is a meaning making process, which allows the individual to function on both verbal and nonverbal levels, manipulating thoughts, memories, and knowledge, where through the assembling, rearrangement and rethinking of images, new ideas can be revealed (Butler-Kisber, 2010, Davis & Kisber, 1999; Norris, 2009). The final embodied experience is complete when "rightness of fit" (Goodman, 1978 as cited in Eisner, 2004, p. 5) has been achieved where the composition, and thus the collage, feels finished (Eisner, 2004).

Once the collage is completed, as a form of data collection, the participant will be asked to discuss and describe (respond to) the representation with regard to the concept of relationship. With the participant's permission, audio taping of his/her response will take place. In order to allow the participant to discuss his/her perceptions of the image in a fluid manner, I will actively listen with minimal interruptions or questions (Williams, 2000) (See Appendix I (student) and Appendix J (teacher)).

The primary purpose of using collage in this way is to elicit from participants, their insights about the relationship experience. The collage is often used as a conduit through which "memories", "unconscious metaphors" and "important links" to a phenomenon can be gleaned (Butler-Kisber, 2010, p. 115). Indeed, Williams (2000) suggests that collage images promote a greater connection between participant perceptions and awareness of the issues related to the subject under question. Williams (2000) states that the collage "opens up avenues for discussion which might have been missed but for the metaphorical presentation as images on a collage" (Williams, 2000, p. 277).

Therefore, when the participant feels sufficiently comfortable with proceeding with the collage activity, a meeting date and time will be established and I will meet with him/her to conduct the activity. I will review the consent form and explain the process of collage making (See Appendix I (student) and Appendix J (teacher)). Following the participant's production of the collage and response to the image, I will then transcribe the response narrative myself into my password-protected computer. The transcribed responses will be analyzed using the constant comparison and poetic inquiry methods.

The collage image will be retained as an artefact that can be paired with the response transcription and analyses.

Data analysis: Constant comparison

I will employ the constant comparison approach as outlined by Maykut and Morehouse (1994) to analyze both the interview and collage response transcripts. The first phase of data analysis involves "course grained" work with the field texts (Butler-Kisber, 2010, p. 30). Butler-Kisber (2010) noted that the course grained phase of data analysis focuses on close reading of the transcriptions, dialoguing about what is emerging in the data, writing reflexive memos and journaling about ideas and broad categories that might be emerging. The second phase of analysis involves what Butler-Kisber called, the "fine-grained" approach (2010, p. 31). During this phase the field texts are 'chunked' into pieces and assembled and reassembled into categories. Maykut and Morehouse (1994) clarified this constant comparison process by identifying several distinct steps. They suggested preparing the data by typing the text onto documents, coding the pages of the document and subsequently unitizing the data onto index cards. Once the units are created, the researcher can then begin the selective coding or discovery process wherein important themes and ideas will emerge. This is a tactile procedure wherein cards with transcribed text are placed in categories under concept titles or questions suggested by the researcher. The primary purpose of engaging in this process is to uncover meaningful themes garnered from the field texts.

There are central challenges for researchers engaging in constant comparison. Because GT is an inductive process, inquirers must waive preconceived theoretical notions so as to allow new emergent theory to be revealed (Creswell, 2012). Corbin and Strauss (2007) suggest that to achieve this, the researcher must be aware of personal biases and assumptions and, rather than ignore or "bracket" them out of the process, acknowledge and consciously use the experiences to enhance the analytic process. They suggest using memos, personal journals and self-reflections throughout the research. In this way, the researcher can be sincere, authentic and transparent (Tracy, 2010). Tracy (2010) calls this process an "audit trail", in that the researcher keeps a record of the process, which is self-critical, accounted for, earnest, and vulnerable (p. 841). It is my intention to reflect throughout the process in this manner so as to sustain a high level of transparency.

Data analysis: Poetic inquiry

Subsequently, it is my intention to employ the practice of identifying found poetry in both the interview and collage response transcripts. Whereas categorizing processes as described above, in constant comparison, focus on separating, sorting, and comparing categories until themes emerge, poetic inquiry incorporates connecting strategies which aim to reducing field texts into fundamental components, by identifying related content and contiguously tying these elements together into a coherent story (Maxwell & Miller, 2005). Maxwell and Miller (2002) suggest that while the former encourages pragmatic thinking, the later promotes contiguity-based analysis.

Therefore, as was demonstrated by Richardson (1992), poetic inquiry involves a process of deep analysis in which the researcher reads an interview transcript in search of thematic imagery that "pop out" (Butler, Kisber, 2010, p. 87). According to Butler-Kisber (2010), there is no specific technique identified to create a found poem. Many researchers suggest however, that in an effort to create a poem based on the transcribed field texts, he/she can select thematic words, sentences or entire passages of text and reposition them in a poetic form. The poetic outcome may involve changes in the original text selections, additions or deletions of text taken from the transcript and a repositioning of segments notwithstanding their initial proximal or contiguous position in original format. Once the selection of passages has been made, "nuggets" (Butler-Kisber, 2002, p. 233) or words, segments and/or sentences are extracted and placed together in an effort to "breathe life into the poem" (Butler-Kisber, 2010, p. 87). Sullivan (2009) proposes that high quality poetic inquiry is based on an understanding of the structural design of poems where concreteness, voice, ambiguity, tension, and associative logic are integral. It is my intention to take these concepts into account while engaging in the practice of finding poetry in the transcribed field texts.

The essential purpose in analyzing the transcripts in this manner is to engage with the texts in an emotional and evocative way (Wormser & Cappella, 2000). In addition, the process of reading the transcripts more closely in order to select segments to create a poem, promotes a new understanding and empathy for the participant and his/her experience (Butler-Kisber, 2010). This technique is essential in attempting to access the deeper meaning of the relationship as experienced by participants. Finally, poetic inquiry reflects the merging of both the participant and researcher voices and acknowledges both as integral in the meaning-making process (Glesne, 1997, as cited in Butler-Kisber, 2010). As such, it poetic inquiry is an essential component of analysis in that it reflects the perspectives of all members involved in the inquiry.

Member checking

Following my engagement with the field texts through constant comparison and poetic analyses, I intend to ask for feedback from the participants involved in the study. I will ask them to review the field texts as well as accompanying memos, once I have taken note of themes that have emerged. This process of member checking (Lincoln & Buba, 1985) will allow for what Tracy (2010) calls 'multivocality', which permits a space for participants' points of view and a sharing of opinions. The purpose of intense collaboration such as this is to seek input during the process of data analysis and report production, allowing for checks, validation, and verification and thus enhancement of credibility and trustworthiness. In this way, Tracy (2010) suggests that I, as the researcher, can make sure, that as a representative of participant voice, I "got it right' (Tracy, 2010, p. 844).

Secondary source of data collection and analysis

Because the nature of qualitative inquiry requires the researcher to take a reflexive stance (Birks, Chapman, & Francis, 2008), in addition to the interview data, I will keep reflexive memos about the research process as a whole. Indeed, memoing is rooted in

grounded theory and was encouraged by Glaser as an essential method in retaining ideas (1978). Birks and her colleagues (2008) suggested an acronym for the term memo by noting that memoing allows the research to map ideas (M), extract meaning (E), maintain momentum (M) and open (O) communication (MEMO). Thus, memos will allow me to record my thoughts about the process and take note of potentially relevant ideas as they arise. Thompson (2014) noted that the process of memoing allows for the researcher's subjective voice to become integral to the knowledge produced. Indeed, the memos encourage constant deconstruction and interpretation of the inquiry, which is essential the construction of ideas. Ideally, memos are written throughout the research inquiry including during the interviews and collage meetings, so as to maintain as close a connection to the events as possible.

I intend to take notes regularly and as immediately as possible so as to retain as accurate a record of current thoughts and impressions. Tracy (2010) further states that this will allow me to demonstrate sincerity, which can be achieved through self-reflexivity, vulnerability, honesty, transparency and data auditing. Through reflexive memoing, I will be honest about my biases, goals and foibles and note how these played out in methods, accomplishments and mistakes of my research. Tracy points out that self-reflexivity permits frank assessment of the strengths and shortcomings of the research process while it is unfolding as well as an understanding of impact at its completion.

Locations and materials for data management:

I will record interviews and collage responses using a digital voice recorder. I will transcribe the audio files into a password-protected computer. I will keep an electronic version of the interview transcriptions, responses, constant comparison coding and my reflexive memos and field notes on my personal computer, which is password protected. To further protect the data for the period of my dissertation and a subsequent seven-year period, all data will be placed in password-protected files on the computer with passwords that are different from the computer password. All interview and collage response tapes will be kept in a locked file cabinet drawer and will be retained there for the duration of my dissertation and subsequently destroyed. I will keep a hard copy of the interview transcriptions, collage responses, constant comparison coding, found poetry, collages and memos/field notes in a locked filing cabinet at my personal residence. I will also keep all signed consent forms in the same locked file in my personal residence.

Issues of Trustworthiness, ethics, transparency, persuasiveness:

Trustworthiness

The positivist notion of validity, where the quality of research is measured by how "truthfully it represents accurately those features of the phenomena, that it is intended to describe, explain or theorise"(Hammersley, 1987) is incommensurate with qualitative inquiry (Tracy, 2010). For qualitative researchers, validity is not a singular metric that can be applied to the research process as a whole (Winter 2000). Indeed, Maxwell (1992) suggested multiple measures of validity including descriptive, focusing on "the factual accuracy of an account" (p. 285), theoretical, pertaining to an "account's validity as a

theory of a phenomenon" (p. 291), and interpretive, "concerned with what objects, events or behaviours mean to people" (p. 288). He noted that "all qualitative researchers agree that not all possible accounts of some individual, situation, phenomenon, activity, text, institution, or program are equally useful, credible, or legitimate" (Maxwell, 1992, p. 282). As such, in qualitative research, validity can only reflect accounts of the research that are relevant to the inquiry purpose or situation and are not necessarily reflective of data or methods.

In an effort to turn away from the measure of validity, researchers have attempted to propose alternate concepts such as trustworthiness, which encompasses notions of persuasion, authenticity and plausibility, (Reisman, 1993, as cited in Butkler-Kisber, 2010). A trustworthy study is one that comprehensively reflects the full research process in a coherent and transparent fashion, while carefully reflecting the participant experience as well as the researcher's reflexivity, which uncover assumptions and biases. Trustworthy work situates the researcher within the context of the study and ensures ongoing contact with individuals, and uses multiple methods of inquiry, reflecting various perspectives. All this must be carried out with full disclosure and clear outlining of the process (Butler-Kisber, 2010). Indeed, researchers strive to achieve highly trustworthy work in order to counter the positivist notion that qualitative work is inferior (Hatch, 2006). Some researcher have noted that many studies have ignored this critical assessment of their work and have thus called for the research community to prioritize this feature in order to encourage high quality work (LeCompte & Preissle, 2003; Woo & Heo; 2013). As such, I will endeavour to conduct this inquiry with a close attention to the tenets of trustworthiness as described above.

Ethics

According to Butler-Kisber (2010) in qualitative research, the researcher is concerned with issues of ethics, transparency and persuasiveness. These concepts are interconnected and each supports the other.

With regard to the ethics of confidentiality, it is essential for me to be aware that participants may feel uncomfortable with colleagues (teacher participant) or other teachers (student participant) being aware of interview statements and may fear that others might be aware of what was said. I will reassure them that all information will be treated with utmost confidentiality and that all names and references will be removed from transcriptions. This raises the issue of "situational ethics" as suggested by Tracy (2010, p. 847) who noted that when working on site, one must be conscious of the specific circumstances regarding the location, so as to approach it without doing damage. As Seidman (2012) noted, one must always be driven by an underlying mandate to do good work. It was my intention to be constantly vigilant in this regard, in order to represent the participants' voices in a just and appropriate manner.

My position as researcher practitioner may create other concerns. One the one hand, my collegial/instructor relationship with the participants will allow them to feel at ease in discussing my project and to feel comfortable with the prospect of participating in it. However, some may bee concerned about doing well in the interview. Partly this may related to a fear of being judged with regard to teaching practices or academic standing. As suggested by Tracy (2010), one must also consider "relational ethics" (p. 847), where

the researcher is mindful of the relationship that is being constructed between the investigator and the participant. This relationship can impact on the participant responses. It was important for me, as I engage as researcher practitioner, to continuously discuss my expectations, to be transparent about them so that the participants can be fully aware of my intentions. I must assured participants that I will not be judge responses. Despite my assertion, I cannot rule out that this might have an impact on the tone and depth of participation and as such, is an important consideration for this research.

With regard to a desire to do well for the purpose of supporting the study, I must be aware that participants may want to contribute and want to provide the insights that I am seeking. In this way, I fear that they might drive the data to meet my particular ends. Barone and Eisner (1997) stated that the participant's voice; particularly in the educational setting is the key to understanding a phenomenon. They noted that an inquiry within the educational context allows for a teacher's voice to be heard "from the inside" (p. 83). Further they suggested that it is through inquirer empathy (p. 87) that one can ascertain 'true' stories of participants. As such, I am hopeful that through careful interview questions, I will be able to facilitate responses that are accurate and that are not driven by a desire to correspond to the projected outcomes of the study. I must be conscious however, that my association with the participants as a colleague/teacher, as well as researcher, will foster discussion about my project. The participants are aware of my project and might unwittingly try to serve its purpose. I am hoping that through the member reflections gathered from my participants, I will gain feedback, critique and an affirmation that I represented their voices accurately, rather than reflect a desired outcome that supported my research. Tracy (2010) noted that member reflections allow the themes that emerge from the data to be more credible. These considerations are essential when preparing to work on this project.

Transparency

In order to make the process as transparent as possible, I will carefully review the stages of the research process as the study progresses and include all the details in my final report. Sharing the detailed notes and documentation of the process will enhance transparency. Tracy (2010) notes that transparency enhances credibility, trustworthiness and the plausibility of research findings. My goal is to 'show' the process that has led to my findings so that readers can come to their own conclusions.

Persuasiveness

Because I will have spent an extended period of time at the college prior to beginning the study, I am hoping this will make my investigation more persuasive. In addition, I will be collecting field texts and be present with the participants for the duration of the study and I will be at the college following the data gathering period. I will be on site for the foreseeable future and can thus discuss the findings with participants and colleagues in the college setting. It is my objective to 'particularize' the phenomenon of the at-promise students within the class setting where a teacher pays close attention to relationship factors. My aim is to make a contribution where I can generate insight and deeper understanding of the relationship between student and teacher

in the CEGEP context. Tracy (2010) proposes that this will provide a story which is authentic and leads to further research. It is my intention to keep what Ellington (as cited in Tracy, 2010) stated, in mind, while conducting my research:

> Good qualitative research is like a crystal with various facets representing aims, needs, and desires of various stakeholders, including participants, the academy, society, lay public, policy makers, and last, but certainly not least, the researchers. (p. 849)

Implications of the study

Several researchers (Coll & Stewart, 2008; Hseih et al., 2007; Laskey & Hetzel, 2011) have made strong recommendations suggesting that colleges should investigate intervention methods designed for at-promise emerging adult college students. Further, they have outlined a need for a clearer understanding of what characteristics and approaches are effective in helping these students stay in school (Hseih et al., 2007). This present study might help to foster a deeper grasp of the dynamics of the student-teacher relationship and its influence on student retention, proving useful to members of college faculty, administration and staff who wish to comprehend what actually works when helping at-promise students.

In order to facilitate such an understanding, I believe that a qualitative study where multiple methods including thematic and arts-based methods are employed, is ideally suited. This approach will help to ascertain the deeper subjective experiences of the participants in the relationship. Indeed, as can be gleaned from this proposal, there is a need, based on the current rate of student attrition, to generate new insight, and extend the current ways of knowing about relationships between teachers and students. As such, this qualitative study can make a significant contribution to the research field about relationships, on both heuristic and practical levels. It is my intention (and hope) to produce work that will cause others in the educational community to explore elements of student-teacher relationships, and to act accordingly. Moreover, it is my aim to foster inquiry outcomes that I can share within the community to empower both the teachers and students who are engaging in meaningful relationship, to openly discuss them with more confidence. In so doing, I intend to make a methodologically significant contribution as suggested by Tracy (2010), by introducing a new approach to attempting to understand this phenomenon. Student-teacher relationships are important to the stakeholders within the CEGEP context, and for all the researchers in education and counselling and psychology, who have been grappling with this concept for many years.

Teachers who are working with emerging adults can specifically benefit form exposure to these findings, as they point to potential training in basic interactional skills, as suggested by several counselling and psychology researchers. In fact, it is likely that in many cases, CEGEP teachers who have been called upon by at-promise emerging adult students to help or work with them, are already demonstrating characteristics and approaches that are meaningful. A clarification and a valuation of the important and effective impact they are having in the relationships might encourage teachers to pursue this approach more rigorously and thus, create more meaningful relationships with at-promise emerging adult students who are in particular need of them.

Coll and Stewart (2008) suggested that retention training for campus personnel might mitigate some of the choices that the at-promise students make. It is my hope that practices might emerge from the data that might prove useful in helping teachers understand what they might do to create positive meaningful student-teacher relationships. Colleges might then endeavour to train members of the college who are in contact with at-promise students to better equip them to work with these students.

References

Altimir, C., Krause, M., de la Parra, G., Dagnino, P., Tomicic, A., Valdés, N., & Ramírez, I. (2010). Clients', therapists' and observers' perspectives on moments and contents of therapeutic change. *Psychotherapy Research, 20*(4), 472-487.

Anderman, L. H., & Kaplan, A. (2010). The role of interpersonal relationships in student motivation: Introduction to the special Issue. *The Journal of Experimental Education, 76,* 2, 115-119.

Anderson ,T., Ogles, B. M., Patterson, C. L., Lambert, M. J., & Vermeersch, D. A. (2009). Therapist effects: Facilitative interpersonal skills as a predictor of therapist success. *J. Clin. Psychol. Journal of Clinical Psychology, 65*(7), 755-768.

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469.

Arnon, S., & Reichel, N. (October 01, 2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers and Teaching: Theory and Practice, 13,* 5, 441-464.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science, 1*(2), 164-180.

Barbeau, D. (2007). *Interventions pédagogiques et réussite au cégep: méta-analyse*: Presses Université Laval.

Barone T., & Eisner, E. W. (1997). Arts-based educational research. In Jaeger, R. M. (Ed.), *Complemetary Methods for Research in Education,* 73-98

Barone T., & Eisner, E. W. (2012). *Arts based research.* London: Sage, 1-12

Bernecker, S. L., Levy, K. N., & Ellison, W. D. (2014). A meta-analysis of the relation between patient adult attachment style and the working alliance. *Psychotherapy Research, 24*(1), 12-24.

Beutler, L., Malik, M., Alimohamed, S., Harwood, T., Talebi, H., Noble, S., & Wong, E. (2004). *Therapist variables. Bergin & Garfield's Handbook of Psychotherapy and Behavior Change*: MJ Lambert, John Wiley & Sons, Inc.

Binder, P. E., Holgersen, H., & H. Stmark-Nielsen, G. (2008). Re-establishing contact: A qualitative exploration of how therapists work with alliance ruptures in adolescent psychotherapy. *Counselling and Psychotherapy Research, 8*(4), 239-245.

Binder, P. E., Moltu, C., Hummelsund, D., Sagen, S. H., & Holgersen, H. (2011). Meeting an adult ally on the way out into the world: Adolescent patients' experiences of useful psychotherapeutic ways of working at an age when independence really matters. *Psychotherapy Research, 21*(5), 554-566.

Birks M, Chapman. Y. Francis. K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing, 13*(1), 68-75.

Blatt, S. J. (2013). The patient's contribution to the therapeutic process: A Rogerian-psychodynamic perspective. *Psychoanalytic Psychology, 30*(2), 139-166. doi: 10.1037/a0032034

Blow, A. J., Sprenkle, D. H., & Davis, S. D. (2007). Is who delivers the treatment more important than the treatment itself? The role of the therapist in common   factors. *Journal of Marital & Family Therapy, 33*(3), 298-317.

Bohart, A. C. (2000). The client is the most important common factor: Clients' self-healing capacities and psychotherapy. *Journal of Psychotherapy Integration, 10*(2), 127-149.

Bohart, A. C., & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*: American Psychological Association.

Boisvert, J. (2012). Au collegial: l'engagement de l'etudiant dans sonm projet de formation: une responsabilite partagee avec les acteurs de son college. *CDC Bulletin, 8*(January 2012).

Bourdon, S., Charbonneau, J., Cournoyer, L., & Lapostolle, L. (2007). Famille, reseaux et perseverance au collegial. Équipe de recherche sur les transitions et l'apprentissage. Ministère de l'Éducation du Loisir et du Sport. 1-116. Québec: Gouvernement du Québec repéré à http://www.mels.gouv.qc.ca/sections/PRPRS/index.asp?page=fiche&id=24

Bowlby, J. (1988). Attachment, communication, and the therapeutic process. *A secure base: Parent-child attachment and healthy human development*, 137-157.

Boyd, D. R., Bee, H. L., & Johnson, P. A. (2012). *Lifespan development*: (5th Ed.) Toronto: Pearson/Allyn and Bacon.

Bryant, A., & Charmaz, K. (2007). *The Sage handbook of grounded theory*: Sage.

Butler-Kisber, L. (2002). Artful portrayals in qualitative inquiry: The road to found poetry and beyond. *Alberta Journal of Educational Research, 48*(3).

Butler-Kisber, L. (2004). Inquiry through poetry. *Just Who Do We Think We Are?: Methodologies for Autobiography and Self-Study in Education*, 95.

Butler-Kisber, L. (2010). *Qualitative inquiry: Thematic, narrative and arts-informed perspectives*: Sage Publications.

Butler-Kisber, L., Allnutt, S., Furlini, L., Kronish, N., Markus, P., Poldma, T., & Stewart, M. (2003). Insight and voice: Artful analysis in qualitative inquiry. *Arts and Learning Research Journal, 19*(1), 127-165.

Charmaz, K. (2006). *Constructing grounded theory : a practical guide through qualitative analysis*. London; Thousand Oaks, Calif.: Sage Publications.

Charmaz, K. (2005). Grounded theory for the 21st Century. In Denzin, N. K., & Lincoln, Y. S. (Eds). *The Sage handbook of qualitative research*, 3, 507-553.

Chronis, A. M., Jones, H. A., & Raggi, V. L. (2006). Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder. *Clinical Psychology Review, 26*(4), 486-502.

Cicchetti, D., & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology, 70*(1), 6.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*: Teachers College Press.

Cole, A. L., & Knowles, G. (2008). Arts-informed research. In Knowles, J. G., Cole, A. L. (Eds.), *Handbook of the arts in qualitative research,* 55-70.

Constantino, M. J., Boswell, J. F., Bernecker, S. L., & Castonguay, L. G. (2013). Context-responsive psychotherapy integration as a framework for a unified clinical science: Conceptual and empirical considerations. *Journal of Unified Psychotherapy and Clinical Science Volume, 2*(1).

Cormier, M., & Association des cadres des collèges du Québec. (2011). *Les cégeps: 40 ans-- et après?* Québec: Presses de l'Université Laval.

Coll, K. M., & Stewart, R. A. (2008). College student retention: Instrument validation and value for partnering between academic and counselling services. *College Student Journal , 42* (1), 41-56. Retrieved from Academic Search Premier (Accession no. 31824779)

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage.

Davidson, A. L. (2002). Grounded theory. *Retrieved May, 9*, 2014. fom http://az.essortment.com/groundedtheory-rmnf.htm

Davis, D., & Butler-Kisber, L. (1999). Arts-based representation in qualitative research: collage as a contextualizing analytic strategy. Paper presentation at AERA April 19-23.

Deil-Amen, R. (2011). Socio-academic integrative moments: Rethinking academic and social integration among two-year college students in career-related programs. *The Journal of Higher Education, 82* (1), 54-91. Retrieved from Academic Search Premier (Accession no. 57437378)

Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*: Sage.

Dictionary, O. E. "meaningful, adj.". from http://www.oed.com/view/Entry/115468?redirectedFrom=meaningful

Dictionary, O. E. "relationship, n.". from http://www.oed.com/view/Entry/161816?redirectedFrom=relationship

Dictionary, O. E. "utilitarian, n. and adj.". from http://www.oed.com/view/Entry/220767?redirectedFrom=utilitarian

Duquette, P. (2010). Reality matters: Attachment, the real relationship, and change in psychotherapy. *Am. J. Psychother. American Journal of Psychotherapy, 64*(2), 127-151.

Edgette, J. S. (2002). In consultation; Avoiding the responsibility trap: Engaging the reluctant teenager. *Psychotherapy Networker, 26*(1).

Edwards, R. (1990). Historical background of the English-language CEGEPs of Québec. *McGill Journal of Education, 25*(2)

Eisner, E. W. (2004). What can education learn from the arts about the practice of education. *International Journal of Education & the Arts, 5*(4), 1-12.

Ellingson, L. L. (2009). *Engaging crystallization in qualitative research: An introduction*: Sage.

Erickson, F. (2011). A history of qualitative inquiry in social and educational research. In Denzin, N. K., & Lincoln, Y. S. (Eds). *The Sage handbook of qualitative research*, 4, 43-59.

Erickson, B., LaSere, P., Calvin, B., Strommer, D., Weltner, E., & Bette, L. (2006). Teaching first-year college students. from

Fassinger, R. E. (2005). Paradigms, praxis, problems, and promise: Grounded theory in counseling psychology research. *Journal of Counseling Psychology, 52*(2), 156.

http://public.eblib.com/EBLPublic/PublicView.do?ptiID=468761

Farber, B. A., & Metzger, J. A. (2009). The therapist as secure base. *Attachment theory and research in clinical work with adults*, 46-70.

Feltham, C., & Horton, I. (2012). *The Sage handbook of counselling and psychotherapy*: Sage Publications.

Flanagan, O. (2007). The really hard problem. *Meaning in a Material World*. A Bradford Book. MIT Press: Cambridge, Massachusets.

Flückiger, C., Del Re, A., Wampold, B. E., Symonds, D., & Horvath, A. O. (2012). How central is the alliance in psychotherapy? A multilevel longitudinal meta-analysis. *Journal of Counseling Psychology, 59*(1), 10.

Hammersley, M. (1987). Some notes on the terms 'Validity'and 'Reliability'. *British Educational Research Journal, 13*(1), 73-82.

Gelso, C. J. (2009a). The real relationship in a postmodern world: Theoretical and empirical explorations. *Psychother. Res. Psychotherapy Research, 19*(3), 253-264.

Gelso, C. J. (2009b). The time has come: The real relationship in psychotherapy research. *Psychother. Res. Psychotherapy Research, 19*(3), 278-282.

Gelso, C. J., Kelley, F. A., Fuertes, J. N., Marmarosh, C., Holmes, S. E., Costa, C., & Hancock, G. R. (2005). Measuring the Real Relationship in Psychotherapy: Initial Validation of the Therapist Form. *Journal of Counseling Psychology, 52*(4), 640-649. doi: 10.1037/0022-0167.52.4.640

Gelso, C. J., Kivlighan Jr, D. M., Busa-Knepp, J., Spiegel, E. B., Ain, S., Hummel, A. M., & Markin, R. D. (2012). The unfolding of the real relationship and the outcome of brief psychotherapy. *Journal of Counseling Psychology, 59*(4), 495-506. doi: 10.1037/a0029838

Gibson, K., & Cartwright, C. (2013). Agency in young clients' narratives of counseling: "It's whatever you want to make of it". *Journal of Counseling Psychology, 60*(3), 340-352. doi: 10.1037/a0033110

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. London: Wiedenfeld and Nicholson.

Glaser, B. G., & Strauss, A. L. (2009). *The discovery of grounded theory: Strategies for qualitative research*: Transaction Publishers.

Glaser, B. G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory* (Vol. 2): Sociology Press Mill Valley, CA.

Goodman, G. (2010). *Therapeutic attachment relationships: Interaction structures and the processes of therapeutic change*: Rowman & Littlefield.

Gredler, M. E. (2007). Of cabbages and kings: Concepts and inferences curiously attributed to Lev Vygotsky (Commentary on McVee, Dunsmore, and Gavelek, 2005). *Review of Educational Research, 77*(2), 233-238.

Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child development, 72*(2), 625-638.

Harris, B. A. (2007). The importance of creating "a sense of community". *Journal of College Student Retention: Research, Theory and Practice, 8*(1), 83-105.

Hatch, J. A. (2006). Qualitative studies in the era of scientifically-based research: musings of a former QSE editor. *International Journal of Qualitative Studies in Education, 19*(4), 403-407.

Henretty, J. R., Currier, J. M., Berman, J. S., & Levitt, H. M. (2014). The impact of counselor self-disclosure on clients: A meta-analytic review of experimental and quasi-experimental research. *Journal of Counseling Psychology, 61*(2), 191-207. doi: 10.1037/a0036189

Héon, L., Savard, D., Hamel, T., & Association des cadres des collèges du Québec. (2006). *Les cégeps: Une grande aventure collective québécoise*. Sainte-Foy, Québec: Presses de l'Université Laval.

Hermanowicz, J. C. (2007). Reasons and reasoning for leaving college among the academic elite: Case study findings and implications. *Journal of College Student Retention: Research, Theory and Practice, 8*(1), 21-38.

Hoener, C., Stiles, W. B., Luka, B. J., & Gordon, R. A. (2012). Client experiences of agency in therapy. *Person-Centered & Experiential Psychotherapies Person-Centered & Experiential Psychotherapies, 11*(1), 64-82.

Holland, J. (2008). Emotions and research. *International Journal of Social Research Methodology, 10*(3), 195-209.

Horvath, A. O., Del Re, A., Flückiger, C., & Symonds, D. (2011). Alliance in individual psychotherapy. *Psychotherapy, 48*(1), 9.

Hughes, J. N. (2011). Longitudinal effects of teacher and student perceptions of teacher-student relationship qualities on academic adjustment. *The Elementary School Journal, 112,* 1, 38-60.

Hughes, J. N., & Cavell, T. A. (1999). Influence of the teacher-student relationship in childhood conduct problems: A prospective study. *Journal of Clinical Child Psychology, 28*(2), 173-184.

Hsieh, P., Sullivan, J. R., & Norma, S. G. (2007). A closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced Academics, 18* (3), 454-476. Retrieved from Academic Search Premier (Accession no. 26214810)

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*(1), 491-525.

Karver, M. Shirk, S. Handelsman, J. B., Fields, S., Crisp, H., Gudmundsen, G., & McCain, D. (2008). Relationship processes in youth psychotherapy: Measuring alliance, alliance-building behaviors, and client involvement. *Journal of Emotional and Behavioral Disorders, 16*(1), 15-28.

Kendall, P. C., Robin, J. A., Hedtke, K. A., Suveg, C., Flannery-Schroeder, E., & Gosch, E. (2006). Considering CBT with anxious youth? Think exposures. *Cognitive and Behavioral Practice, 12*(1), 136-148.

Kivlighan Jr, D. M., Marmarosh, C. L., & Hilsenroth, M. J. (2014). Client and therapist therapeutic alliance, session evaluation, and client reliable change: A moderated actor–partner interdependence model. *Journal of Counseling Psychology, 61*(1), 15-23. doi: 10.1037/a0034939

Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). Introduction to clinical psychology. *Upper Saddle River, NJ: Prentice-Hall.*

Kraut, R. (2009). *What is good and why: The ethics of well-being*: Harvard University Press.

Lapostolle, L. (2006) Reussite scolaire et reussite educative. Quelques reperes. *Pedagogie collegiale*, 19(4)

Laskey, M. L., & Hetzel, C. J. (2011). Investigating factors relating to retention of at-risk college students. *Learning Assistance Review, 16* (1), 31-43. Retrieved from http://firstsearch.oclc.org.res.banq.qc.ca/WebZ/FSQUERY?format=BI:next=html/

records.html:bad=html/records.html:numrecs=10:sessionid=fsapp1-58297-h77l0wcz-1e5ce4:entitypagenum=3:0:searchtype=basic

Leavy, P. (2009). *Method meets art: Arts-based research practice.* New York: Guiford, (5), 135-161

Levinson, D. J. (1986). A conception of adult development. *American Psychologist, 41*(1), 3.

Levy, K. N., Ellison, W. D., Scott, L. N., & Berkner, S. L. . (2011). Attachment Style. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed.). New York, NY: Oxford University Press.

Levy, R. A., Ablon, J., & Stuart, K. H. (2012). Psychodynamic psychotherapy research evidence-based practice and practice-based evidence. from http://dx.doi.org/10.1007/978-1-60761-792-1

Lichtman, M. (2010). *Qualitative research in education : a user's guide*. Los Angeles: Sage.

Lichtman, M. (2012). *Qualitative research in education: a user's guide.* Los Angeles: Sage.

Lincoln, Y., & Guba, E. (2001). Naturalistic inquiry. 1985. *VALLES, M. Técnicas*.

Luyten, P., Fonagy, P., Lowyck, B., & Vermote, R. (2012). Assessment of mentalization. *Handbook of mentalizing in mental health practice*, 43-65.

Madgett, P. J., & Bélanger, C. H. (2008). First university experience and student retention factors. *Canadian Journal of Higher Education, 38* (3), 77-85. Retrieved from CBCA Complete (Accession no. 221214315)

Marcotte, J., LaChance, M. H., & Levesque, G. (2011). Pleins feux sur la persévérance et la raccrochage. *Revue Canadienne de L'Éducation, 34* (4), 135-157. Retrieved from CBCA Complete (Accession no. 923621103)

Markus, P. (2007). *Drawing on experience.* (NR32213 Ph.D.), McGill University (Canada), Ann Arbor. Retrieved from http://search.proquest.com/docview/304761723?accountid=12339 http://mcgill.on.worldcat.org/atoztitles/link?sid=ProQ:&issn=&volume=&issue=&title=Drawing+on+experience&spage=&date=2007-01-01&atitle=Drawing+on+experience&au=Markus%2C+Pamela&id=doi: ProQuest Dissertations & Theses Full Text database.

Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research Review of Educational Research, 79*(1), 327-365.

Marzano, R. J., & Marzano, J. S. (2003). Chapter 5:The key to classroom management. *Keliedescope*:*Contemporary and classic readings in education*. 155-214

Maxwell, J. A. (2004). Using qualitative methods for causal explanation. *Field methods, 16*(3), 243-264.

Maxwell, J. A. (1996). *Qualitative research design.* Thousand Oaks, CA: Sage (Ch. 3 & 4)

Maxwell, J. A., & Miller, B. A. (2008). Categorizing and connecting strategies in qualitative data analysis. *Handbook of emergent methods*, 461-477.

Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard educational review, 62*(3), 279-301.

Maykut, P. S., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. London: Falmer Press. 126-149

Meyers, S. A. (2009). Do your students care whether you care about them? *College Teaching, 57*(4), 205-210. doi: 10.1080/87567550903218620

Ministère de l'Éducation du Loisir et du Sport (2011) Statistiques de l'éducation. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/statistiques-de-leducation-edition-2008/?tx_ttnews[code]=10

Ministère de l'Éducation du Loisir et du Sport (2013) Nombres d'élèves inscrit au collégiale. Québec : Gouvernement du Québec. Repéré à http://www.mesrst.gouv.qc.ca/fileadmin/contenu/documents_soutien/Ens_Sup/Commun/Statistiques/PrevisionEffectifEtudiant/2013/Prev_ensemble_collegial_2013.pdf

Ministère de l'Éducation du Loisir et du Sport (2004). Student flow from secondary to university. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=statistiques

Ministère de l'Éducation du Loisir et du Sport (2007). Décrochage et retard scolaire. Caractéristiques des élèves à l'âge de 15 ans. Analyses des données recueillies dans le projet PISA/EJET. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=etudes

Ministère de l'Éducation du Loisir et du Sport (2009). L'école j'y tiens. Tous ensembles pour la réussite scolaire. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1055

Ministère de l'Éducation du Loisir et du Sport (2009). Investing in youth: Empowering Québec's future 2009-2014. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/sections/reussitescolaire/

Ministère de l'Éducation du Loisir et du Sport (2009a). Statistiques de l'Éducation version 2009a. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=67

Ministère de l'Éducation du Loisir et du Sport (2011). Principales Statistiques de l'Éducation. Édition 2011. Québec : Gouvernement du Québec. Repéré à http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=statistiques

Mitchell, C., O'Reilly-Scanlon, K., & Weber, S. (2013). *Just who do we think we are?: Methodologies for autobiography and self-study in education*: Routledge.

Morrow, S. L. (2007). Qualitative research in counseling psychology: Conceptual foundations. *Counseling Psychologist, 35*(2), 209-235.

Muller, C. (2001). The role of caring in the teacher-student relationship for at-risk students. *Sociological Inquiry*, 71, 2, 241-255

Murray, C., & Greenberg, M. T. (January 01, 2001). Relationships with teachers and bonds with school: Social emotional adjustment correlates for children with and without disabilities. *Psychology in the Schools, 38,* 1, 25-41.

Noddings, N. (1984). *Caring, a feminine approach to ethics & moral education*. Berkeley: University of California Press.

Noddings, N. (1992). *The Challenge to Care in Schools: An Alternative Approach to Education. Advances in Contemporary Educational Thought, Volume 8*: ERIC.

Noddings, N. (2010). Moral education and caring. *Theory and Research in Education, 8*(2), 145-151.

Noddings, N. (2012). The language of care ethics. *Knowledge Quest, 40*(5), 52-56.

Norcross, J. C. (2011). *Psychotherapy relationships that work: Evidence-based responsiveness*: Oxford University Press.

Norris, J. (2008). Collage. In L. M. Given (Ed.) *The Sage encycopedia of qualitative research methods,* (1), 94-96

Owen, J., & Hilsenroth, M. J. (2014). Treatment adherence: The importance of therapist flexibility in relation to therapy outcomes. *Journal of Counseling Psychology, 61*(2), 280-288. doi: 10.1037/a0035753

Paradis, J. (2000).Se donner les moyens de reussire. *Pédagogie au collégiale*, 14(1)

Pascarella, E. T., Terenzini, P. T., & Feldman, K. A. (2005). *How college affects students* (Vol. 2): Jossey-Bass San Francisco.

Patterson, C. H. (1986). *Theories of counseling and psychotherapy*. New York: Harper & Row.

Prendergast, M., Leggo, C., & Sameshima, P. (2009). Poetic inquiry. *Educational Insights, 13*(3).

Raggatt, P. T. (2007). Forms of positioning in the dialogical self a system of classification and the strange case of dame edna everage. *Theory & Psychology, 17*(3), 355-382.

Richardson, L. (1992). The consequences of poetic representation. *Investigating subjectivity: Research on lived experience*, 125-137.

Richardson, L. (2000). New writing practices in qualitative research. *Sociology of sport journal, 17*(1), 5-20.

Rogers, C. R. (1961). *On becoming a person : a therapist's view of psychotherapy*. Boston: Houghton Mifflin Company.

Rogers, C. R., Lyon, H. C., & Tausch, R. (2014). *On Becoming A Teacher: Person-centered teaching, psychology, philosophy, and dialogues with Carl R. Rogers and Harold Lyon*: Routledge.

Roy, J. B., Bouchard, J., & Turcotte A. M. (2012). Identite et abandon scholaire selon le genre (gender) et le milieu collegiale. *Pédagogie collégiale*.

Roy, J., & Institut national de la recherche scientifique (Québec). (2008). *Entre la classe et les Mcjobs: Portrait d'une génération de cégépiens*. Québec: Les Presses de l'Université Laval.

Salinitri, G. (2005). The effects of formal mentoring on retention rates for first-year, low achieving students. *Canadian Journal of Education, 28* (4), 853-873. Retrieved from CBCA Complete (Accession no. 215370972)

Sauter, F. M., Heyne, D., & Westenberg, P. M. (2009). Cognitive behavior therapy for anxious adolescents: Developmental influences on treatment design and delivery. *Clinical Child and Family Psychology Review, 12*(4), 310-335

Savenye, W. C. & Robinson, R. S. (2005). Using Qualitative Research Methods in Higher Education. *Journal of computing in higher education /, 16*(2), 65-95.

Savickas, M. L., Nota, L., Soresi, S., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., Van, V. A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75,* 3, 239-250.

Seidman, I. (2013). *Interviewing as qualitative research : a guide for researchers in education and the social sciences.* New York: Teachers College Press.

Seligman, L., & Reichenberg, L. W. (2014). Theories of counseling and psychotherapy: Systems, strategies, and skills: Upper Saddle River, NJ: Pearson Education.

Shirk, S. R., & Karver, M. (2003). Prediction of treatment outcome from relationship variables in child and adolescent therapy: A meta-analytic review. *Journal of Consulting and Clinical Psychology, 71*(3), 452-464. doi: 10.1037/0022-006X.71.3.452

Silver, R. B., Measelle, J. R., Armstrong, J. M, & Essex, M. J. (2005). Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher–child relationship during the school transition. *Journal of School Psychology*, 43, 1

Sparks, J. A., Miller, S. D., Bohanske, R. T., & Claud, D. A. (2006). Giving youth a voice: A preliminary study of the reliability and validity of a brief outcome measure for children, adolescents, and caretakers. *Journal of brief therapy, 5*(2).

Sturmey, R. I., Noller, P., & Karantzas, G. C. (2012). A common factors perspective of relationship counseling *The Wiley-Blackwell Handbook of Couples and Family Relationships* (pp. 305-319): Wiley-Blackwell.

Suldo, S. M., Frank, M. J., Chappel, A. M., Albers, M. M., & Bateman, L. P. (2013). American high school students' perceptions of determinants of life satisfaction. *Social Indicators Research*, 1-30.

Sullivan, A. (2009). Defining poetic inquiry: Concreteness, voice, ambiguity, tension, and associative logic. In M. Predergast (Ed.), *Poetic inquiry: Vibrant voices in the social sciences, 111-126.*

Surcinelli P., Rossi, N., Montebarocci, O., & Baldaro, B. (2011). Adult attachment styles and psychological disease: Examining the mediating role of personality traits. *J. Psychol. Interdiscip. Appl. Journal of Psychology: Interdisciplinary and Applied, 144*(6), 523-534.

Swadener, B. B. (2012). "At Risk" or "At Promise"? From deficit constructions of the "Other Childhood" to possibilities for authentic alliances with children and families. *International Critical Childhood Policy Studies Journal, 3*(1).

Swanson, S. R., & Wald , K. A.. (2013). A picture is worth a 1,000 words: Using collage to explore students beliefs and feelings about marketing. *Marketing Education Review, 23*(1), 11-16.

Thompson, J. (2014). On writing notes in the field: Interrogating positionality, emotion, participation and ethics. *McGill Journal Of Education / Revue Des Sciences De L'éducation De McGill, 49*(1). Retrieved from http://mje.mcgill.ca/article/view/9119

Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition.* Chicago: University of Chicago press

Tinto, V. (2007). Research and practice of student retnetion: What next? *Journal of College Student Retention: Research, Theory and Practice Journal of College Student Retention: Research, Theory and Practice, 8*(1), 1-19.

Tracy, S. (2010). Qualitative quality: Eight "Big-Tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16,* 10, 837-851.

Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery. *Future of Children*, *19*(1), 77-103. Retrieved from http://firstsearch.oclc.org.res.banq.qc.ca/WebZ/FSQUERY?format=BI:next=html/records.html:bad=html/records.html:numrecs=10:sessionid=fsapp1-58297-h77l0wcz-1e5ce4:entitypagenum=3:0:searchtype=basic

Van Schalkwyk, G. J. (2010). Collage life story elicitation technique: A representational technique for scaffolding autobiographical memories. *Qualitative Report, 15*(3), 675-695.

Weisz, J. R., & Hawley, K. M. (2002). Developmental factors in the treatment on adolescents. *Journal of Consulting and Clinical Psychology, 70*(1), 21.

Williams, B. (2000). Collage work as a medium for guided reflection in the clinical supervision relationship. *Nurse Education Today Nurse Education Today, 20*(4), 273-278.

Williams, P. G., Holmbeck, G. N., & Greenley, R. N. (2002). Adolescent health psychology. *Journal of Consulting and Clinical Psychology, 70*(3), 828.

Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. *The Qualitative Report, 4*(3), 4.

Wintre, M. G., & Bowers, C. D. (2007). Predictors of persistence to graduation: Extending a model and data on transition to university model. *Canadian Journal of Behavioural Science*, *39*(3), 220-234. Retrieved from **http://ezproxy.champlaincollege.qc.ca/login?url=http://search.proquest.com.ezproxy.champlaincollege.qc.ca/docview/220489081?accountid=44391**

Wormser, B., & Cappella, A. D. (1999). *Teaching the art of poetry: The moves*: Routledge.

Appendix A

Invitation for voluntary participation via email/MIO

<u>Teacher</u> recruitment request:

Dear Teacher,

I am doing my PhD at McGill in Education and was wondering if you might be willing to participate in a project that will contribute to my research? I am concerned about teacher/student relationships, particularly when the student is at risk of dropping out of school. This semester, I am interested in finding out about the role that the teacher has in impacting on these students. My question focuses on the qualities and approaches of certain teachers that might be meaningful when working with these students. Past students who see you as a teacher who is effective and has good relationships with students suggested your name to me. Would you be willing to meet with me to discuss the potential for you to become a participant in my study?

If you are interested in participating, please let me know through an email or in person.

I look forward to hearing from you.

Sincerely,

Andrea Videtic
Principal researcher
PhD student
McGill University
<u>andrea.videtic@mail.mcgill.ca</u>
514-880-1166

Supervisor: Dr. Lynn Butler-Kisber
<u>lynn.butler-kisber@mail.mcgill.ca</u>

Appendix B

Invitation for voluntary participation via class presentation

<u>Student</u> recruitment request:

Hello,

You know me as a teacher here at Champlain. You may not know that I am also doing my PhD at McGill in Education. I am here because I was wondering if you might be willing to participate in a project that will contribute to my research? I am especially concerned about teacher/student relationships. This semester, I am interested in finding out about the experiences you may have had when interacting with a teacher. In particular, I would like to talk to you if you are an at-promise student, which means that you may have had some difficulty in school here at some point, and went and sought help from a teacher.

My question focuses on the qualities and approaches of certain teachers that are effective and good at creating helpful and meaningful relationships with students. If you are a student who met with that kind of teacher and had that experience, I would like to talk to you. Please think about your experiences with teachers here at Champlain. If you think you have had a meaningful relationship with a teacher that helped you, let me know if you would you be willing to meet with me to discuss the potential for you to become a participant in my study?

If you are interested in participating, please let me know through MIO or in person.

I look forward to hearing from you.

Andrea Videtic
Principal researcher
PhD student
McGill University
andrea.videtic@mail.mcgill.ca
514-880-1166

Supervisor: Dr. Lynn Butler-Kisber
lynn.butler-kisber@mail.mcgill.ca

Appendix C

Participant information letter for the <u>teacher</u> participant

Dear Participant,

Thank you for taking an interest in participating in this study. In addition to being a teacher at Champlain, I am currently a PhD student in the Department of Integrated Studies in Education at McGill University. My study is focusing on the relationship between CEGEP teachers and at-promise students. An at-promise student is one who has experienced some difficulty in school but has shown resilience, in part, by seeking support from a teacher. The objective of this project is to inquire about the teacher's role in the relationship as well as the student's experience the relationship. Specifically, I am interested in what meaning is derived from the relationship for both teacher and student.

If you agree to volunteer for this study, you will be asked to participate in two interviews with me that will last approximately 60 to 90 minutes. The purpose of the interviews will be to firstly, explore your path to becoming a teacher at Champlain College. Secondly, I will focus on your present experiences of teaching and interacting with students to create meaningful relationships. Finally, I will focus on how you foresee your teaching career to unfold and to reflect on how you think your current interactions with students will impact on them in the future. In addition, I will ask you to engage in a collage making activity, which will last approximately 60 minutes. The purpose of the collage activity will be to elicit your perceptions of your student/teacher relationships using an alternate aesthetic approach. Collage involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface. I will ask you to discuss (respond to) the created image with respect to its meaning in describing the relationship.

During the interviews or collage response, you may choose not to answer any questions. You can determine the date and time of the interviews and collage activity so that they do not conflict with your schedule or other commitments. The interviews and collage activity will take place in an unoccupied classroom at Champlain College. The location of each interview and the collage activity will be selected based on classroom availability determined by your selected dates and times. With your permission, I will make an audio recording of the interviews and collage response so that I can gather all that you have said. The recordings will then be transcribed by me and then printed in written form. A pseudonym will be used in place of your name in the transcriptions and on the collage, in the final written paper about the study, in my final thesis and in any written or oral presentations where the findings of this project are shared. The recordings of the interviews and collage response, as well as the transcriptions will be stored on my password-protected computer, as well as in a locked filing cabinet at my personal residence. The collage will be stored in a locked filing cabinet at my residence.

To be sure of the accuracy of my transcriptions, I will ask you to review your interview and collage transcript (in hard copy format) and invite you to clarify the content or to

confirm that you have been accurately represented. I may ask you follow up questions at that time in order to clarify my understanding of your experiences. At that time, you may ask to change your narrative so as to allow you to feel that it captures your experiences. I will provide you the opportunity to suggest additional feedback for the research. Any information obtained during the course of this study will remain confidential. Findings generated from your participation and representations of your narrative and collage will only be shared upon being given your permission.

The teachers at CEGEP play an important role in impacting on students in general and with at-risk students in particular. As such, your participation in this study is invaluable in helping to understand the nature of the relationships formed between teachers and students. There are no foreseeable risks or discomforts to your participation in this study.

Should you agree to participate or if you have any questions concerning this study, please feel free to contact me via MIO or via my email at andrea.videtic@mail.mcgill.ca or by telephone at (514) 880-1166.

Thank you again for your time. I look forward to meeting with you.

Sincerely,

Andrea Videtic
PhD student
McGill University
Andrea.videtic@mail.mcgill.ca
514-880-1166

Supervisor: Dr. Lynn Butler-Kisber
lynn.butler-kisber@mail.mcgill.ca

Participant information letter for the <u>student</u> participant

Dear Participant,

Thank you for taking an interest in participating in this study. In addition to being a teacher at Champlain, I am currently a PhD student in the Department of Integrated Studies in Education at McGill University. My study is focusing on the relationship between CEGEP teachers and at-promise students. An at-promise student is one who has experienced some difficulty in school but has shown resilience, in part, by seeking support from a teacher. The objective of this project is to inquire about the teacher's role in the relationship as well as the student's experience the relationship. Specifically, I am interested in what meaning is derived from the relationship for both teacher and student.

If you agree to volunteer for this study, you will be asked to participate in two interviews with me that will last approximately 60 to 90 minutes. The purpose of the interviews will be to explore your experience when seeking help from a teacher at Champlain College. I will focus on your present experiences as a student as you interact with teachers on a daily basis. Finally, I will focus on how you foresee your student career to unfold and to reflect on how you think your current interactions with teachers will impact on your future. In addition, I will ask you to engage in a collage making activity, which will last approximately 60 minutes. The purpose of the collage activity will be to elicit your perceptions of your student/teacher relationships using an alternate aesthetic approach. Collage involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface. I will ask you to discuss (respond to) the created image with respect to its meaning in describing the relationship.

During the interviews or collage response, you may choose not to answer any questions. You can determine the date and time of the interviews and collage activity so that they do not conflict with your schedule or other commitments. The interviews and collage activity will take place in an unoccupied classroom at Champlain College. The location of each interview and the collage activity will be selected based on classroom availability determined by your selected dates and times. With your permission, I will make an audio recording of the interviews and collage response so that I can gather all that you have said. The recordings will then be transcribed by me and then printed in written form. A pseudonym will be used in place of your name in the transcriptions and on the collage, in the final written paper about the study, in my final thesis and in any written or oral presentations where the findings of this project are shared. The recordings of the interviews and collage response, as well as the transcriptions will be stored on my password-protected computer, as well as in a locked filing cabinet at my personal residence. The collage will be stored in a locked filing cabinet at my residence.

To be sure of the accuracy of my transcriptions, I will ask you to review your interview and collage transcript (in hard copy format) and invite you to clarify the content or to

confirm that you have been accurately represented. I may ask you follow up questions at that time in order to clarify my understanding of your experiences. At that time, you may ask to change your narrative so as to allow you to feel that it captures your experiences. I will provide you the opportunity to suggest additional feedback for the research. Any information obtained during the course of this study will remain confidential. Findings generated from your participation and representations of your narrative and collage will only be shared upon being given your permission.

The students at CEGEP play an important role in impacting on how teachers work with students in general and with at-promise students in particular. As such, your participation in this study is invaluable in helping to understand the nature of the relationships formed between teachers and students. There are no foreseeable risks or discomforts to your participation in this study.

Should you agree to participate or if you have any questions concerning this study, please feel free to contact me via MIO or via my email at andrea.videtic@mail.mcgill.ca or by telephone at (514) 880-1166.

Thank you again for your time. I look forward to meeting with you.

Sincerely,

Andrea Videtic
PhD student
McGill University
Andrea.videtic@mail.mcgill.ca
514-880-1166

Supervisor: Dr. Lynn Butler-Kisber
lynn.butler-kisber@mail.mcgill.ca

Appendix E

Informed consent: Teacher

Study Name: The meaningful relationship: Understanding the interaction between teachers and at-promise emerging adult students in the CEGEP context

Researcher: Andrea Videtic, PhD student, andrea.videtic@mail.mcgill.ca
(514)-880-1166
McGill University, Faculty of Education, Department of Integrated Studies in Education

Dissertation supervisor: Dr. Lynn Butler-Kisber, lynn.butler-kisber@mail.mcgill.ca

Purpose of the research: This research is being undertaken as part of the dissertation project to fulfil the requirements of the PhD in Education from McGill University. The results will be included in the dissertation. I am conducting a qualitative research study whose aim is to investigate the relationship between teachers at CEGEP level and at-promise students. In this study, I will interview both teachers and students and ask them to engage in a collage activity to inquire about the meaning that is derived from the relationship. My purpose is twofold in that I am investigating the qualities and approaches of teachers who contribute to a meaningful relationship with at-promise students, while also inquiring about the students' experiences of the relationship.

What you will be asked to do in the research: I would like to invite you to participate in this research study. You will be asked to participate in two 60 to 90 minute interviews focusing primarily on your role as a teacher at Champlain College. The interviews will focus primarily on your path to becoming a teacher, your teaching practices today as they pertain to working with at-promise students and your expectation of your future as a teacher. Particular emphasis will be paid to your perception of what contributes to fostering meaningful relationships with students. In addition, I will ask you to engage in a collage making activity, which will last approximately 60 minutes. The purpose of the collage activity will be to elicit your perceptions of the relationship using an alternate aesthetic approach. Collage involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface. I will ask you to discuss (respond to) the created image with respect to its meaning in describing the relationship. You were selected because students suggested your name over the course of several past semesters as a caring and effective teacher when dealing with students.

Confidentiality: All data generated from this study will remain confidential to the fullest extent possible. My dissertation supervisor will have access to the data and there will be no information that identifies you personally appearing in the dissertation or any future papers or publications resulting from this study. With your permission, audio taping of the interviews and collage response will take place. The researcher will transcribe the interviews and response and confidentiality will be assured by using a pseudonym in place of your real name and of any person to whom you may refer to during the interview

and collage sessions. The college will not be mentioned by name or by location. I may quote some of your interview or collage responses in my dissertation. I may include your collage image in my dissertation. However, none of the statements or collage image will be attributed to you and you will remain unidentifiable. As well, I may present part of the findings in future papers and/or publications in classes at McGill or in another academic and research context. The data will be used in my dissertation and may also be used in possible future publications or studies that emerge from this study. I will keep an electronic version of the transcriptions on my personal computer, which is password protected. I will keep a hard copy of the transcriptions as well as the audiotapes in a locked filing cabinet at my personal residence. I will keep the collage in a locked cabinet at my residence.

Benefits of the research and Benefits to you: You will benefit from the research by being able to discuss your position, perspectives, experiences, thoughts and ideas about your role as a teacher at Champlain College. You will have the opportunity to reflect on personal and professional decisions that you have made that have contributed to the lives at students at Champlain.

Risks and Discomforts: There are some potential emotional risks associated with your participation. Possible risks may include feeling uncomfortable talking about yourself, and/or feeling upset or anxious after talking about personal experiences that have affected you. You may feel uncomfortable or worried about talking to me (a colleague) about your teaching experiences. If at any time, you experience these reactions, we can stop the interview and resume when you are feeling more at ease.

Voluntary Participation: No incentives will be offered for your participation. Your participation in this study is completely voluntary. You are under no obligation to agree to be interviewed (either with or without audio recorder). Any decision you make not to volunteer will have no influence on the nature of the ongoing relationship with me (the researcher) and/or the nature of the relationship with McGill University either now, or in the future.

Withdrawal from the study: You may withdraw at any time, including during the process of my dissertation and for future publications, or decline to answer questions for any reason. In addition, you may request to withdraw any interview or collage response data, at any time, for use in future related research or publications. The decision to terminate participation on any grounds will not affect any relationships with the researcher, supervisor or McGill University. Should you decide to withdraw from the study; all data generated as a consequence of your participation will be destroyed immediately.

Questions about the research: If you have any questions about my research in general or about your role in the study, in particular, please do not hesitate to contact me or my dissertation supervisor:

Principal researcher: Andrea Videtic, andrea.videtic@mail.mcgill.ca (514)-880-1166

Dissertation supervisor: Dr. Lynn Butler-Kisber, lynn.butler-kisber@mail.mcgill.ca

In addition, if you have any questions or concerns regarding your rights or welfare as a participant in this research study, please contact the McGill Ethics Officer at 514-398-6831 or lynda.mcneil@mcgill.ca .

I, therefore, freely consent and voluntarily agree to participate in this study.

Signature_____

I agree to allow the data generated from this study to be used for future related research, studies, or publications.

Yes _____   No _____

I agree to be to be audio-recorded during all interviews for this study.

Yes_____   No_____

Name of participant_____

Date_____

Address_____

E-mail address_____

Telephone_____

Informed consent: <u>Student</u>

Study Name: The meaningful relationship: Understanding the interaction between teachers and at-promise emerging adult students in the CEGEP context

Researcher: Andrea Videtic, PhD student, <u>andrea.videtic@mail.mcgill.ca</u>
(514)-880-1166
McGill University, Faculty of Education, Department of Integrated Studies in Education

Dissertation supervisor: Dr. Lynn Butler-Kisber, <u>lynn.butler-kisber@mail.mcgill.ca</u>

Purpose of the research: This research is being undertaken as part of the dissertation project to fulfil the requirements of the PhD in Education from McGill University. The results will be included in the dissertation. I am conducting a qualitative research study whose aim is to investigate the relationship between teachers at CEGEP level and at-promise students. In this study, I will interview both teachers and students and ask them to engage in a collage activity to inquire about the meaning that is derived from the relationship. My purpose is twofold in that I am investigating the qualities and approaches of teachers who contribute to a meaningful relationship with at-promise students, while also inquiring about the students' experiences of the relationship.

What you will be asked to do in the research: I would like to invite you to participate in this research study. You will be asked to participate two 60 to 90 minute interviews focusing primarily on your experiences when seeking help from a teacher at Champlain College. You have been selected for this interview because you self-identified as a student-at-promise, meaning that you experienced some difficulty while at Champlain and sought help from a teacher. The interviews will focus on your experiences with teachers at Champlain in general. In particular, I will inquire about specific interactions you had with teachers with whom you had some form of meaningful relationship. In addition, I will ask you to engage in a collage making activity, which will last approximately 60 minutes. The purpose of the collage activity will be to elicit your perceptions of your student/teacher relationships using an alternate aesthetic approach. Collage involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface. I will ask you to discuss (respond to) the created image with respect to its meaning in describing the relationship. Finally, I will focus on how you foresee your student career to unfold and to reflect on how you think your current interactions with teachers will impact on your future.

Confidentiality: All data generated from this study will remain confidential to the fullest extent possible. My dissertation supervisor will have access to the data and there will be no information that identifies you personally appearing in the dissertation or any future papers or publications resulting from this study. With your permission, audio taping of the interviews and collage response will take place. The researcher will transcribe the interviews and response and confidentiality will be assured by using a pseudonym in

place of your real name and of any person to whom you may refer to during the interview and collage sessions. The college will not be mentioned by name or by location. I may quote some of your interview or collage responses in my dissertation. I may include your collage image in my dissertation. However, none of the statements or collage image will be attributed to you and you will remain unidentifiable. As well, I may present part of the findings in future papers and/or publications in classes at McGill or in another academic and research context. The data will be used in my dissertation and may also be used in possible future publications or studies that emerge from this study. I will keep an electronic version of the transcriptions on my personal computer, which is password protected. I will keep a hard copy of the transcriptions as well as the audiotapes in a locked filing cabinet at my personal residence. I will keep the collage in a locked cabinet at my residence.

Benefits of the research and Benefits to you: You will benefit from the research by being able to discuss your experiences, perspectives, thoughts and ideas about being a student at Champlain College. You will have the opportunity to reflect on your interactions with teachers and discuss decisions you made as a student. In this way you may potentially contribute to the lives of all students at Champlain.

Risks and Discomforts: There are some potential emotional risks associated with your participation. Possible risks may include feeling uncomfortable talking about yourself, and/or feeling upset or anxious after talking about personal experiences that have affected you. You may feel uncomfortable or worried about talking to me (a teacher) about your student experiences. If at any time, you experience these reactions, we can stop the interview and resume when you are feeling more at ease.

Voluntary Participation: No incentives will be offered for your participation. Your participation in this study is completely voluntary. You are under no obligation to agree to be interviewed (either with or without audio recorder). Any decision you make not to volunteer will have no influence on the nature of the ongoing relationship with me (the researcher) and/or the nature of the relationship with McGill University either now, or in the future.

Withdrawal from the study: You may withdraw at any time, including during the process of my dissertation and for future publications, or decline to answer questions for any reason. In addition, you may request to withdraw any interview or collage response data, at any time, for use in future related research or publications. The decision to terminate participation on any grounds will not affect any relationships with the researcher, supervisor or McGill University. Should you decide to withdraw from the study; all data generated as a consequence of your participation will be destroyed immediately.

Questions about the research: If you have any questions about my research in general or about your role in the study, in particular, please do not hesitate to contact me or my dissertation supervisor:

Principal researcher: Andrea Videtic, andrea.videtic@mail.mcgill.ca (514)-880-1166

Dissertation supervisor: Dr. Lynn Butler-Kisber, lynn.butler-kisber@mail.mcgill.ca

In addition, if you have any questions or concerns regarding your rights or welfare as a participant in this research study, please contact the McGill Ethics Officer at 514-398-6831 or lynda.mcneil@mcgill.ca .

I, therefore, freely consent and voluntarily agree to participate in this study.

Signature_____

I agree to allow the data generated from this study to be used for future related research, studies, or publications.

Yes _____   No _____

I agree to be to be audio-recorded during all interviews for this study.

Yes_____   No_____

Name of participant_____

Date_____

Address_____

E-mail address_____

Telephone_____

Appendix G

Interview protocol: <u>Teacher</u>

Opening remarks:

Thank you for agreeing to participate in this study. Before we begin, I would like to review the consent form with you (I will bring one so that I can give one to the participant and keep one for my records). During both interviews I want to speak with you about how you teach and how you relate with your students. This will include specific examples of experiences with students who are at-promise, meaning that they are struggling in some way and came to you for help. I have some broad questions but feel free to discuss anything that you think is pertinent to your experiences as a teacher here at Champlain. Keep in mind, as we discussed in the consent form, you may refuse to allow the interview to be audio-recorded. At any time, you may stop the interview. You can also refuse to answer any question without it having a negative impact on your participation in this study. You can refuse to allow any of the interview data to be used for future related research, studies, or publications.

Are you comfortable if I record this interview using the audio recorder?

Interview questions (These will guide both interviews):

Tell me about how you became a teacher?

Tell me about how you came to teach at Champlain?

What can you recall about your teachers?

Can you recall a specific teacher?

Can you describe the interaction you had with the teacher?

Tell me about a typical teaching day?

How do you see your role as a teacher?

How do you address students who are experiencing difficulty?

What do you think 'works' in your teaching?

How do you think you come across to your students?

What qualities do you think you possess that make you a good teacher?

How do you demonstrate these qualities and approaches?

What do you think your students would say about you?

How would you describe the relationship you have with your students?

Can you give me a specific example of what you would say was a meaningful relationship between yourself and a student who was struggling?

How did you begin the relationship with the student?

Can you describe the interaction?

What was the outcome?

What was the impact of that relationship on you?

How do you think you impacted on that student?

What do you think students will take from having had you as a teacher?

Appendix H

Interview protocol: <u>Student</u>

Opening remarks:

Thank you for agreeing to participate in this study. Before we begin, I would like to review the consent form with you (I will bring one so that I can give one to the participant and keep one for my records). During both interviews I want to speak with you about your experiences as a student at Champlain. This will include specific examples of experiences where you sought support from a teacher. I have some broad questions but feel free to discuss anything that you think is pertinent to your time as a student here at Champlain. Keep in mind, as we discussed in the consent form, you may refuse to allow the interview to be audio-recorded. At any time, you may stop the interview. You can also refuse to answer any question without it having a negative impact on your participation in this study. You can refuse to allow any of the interview data to be used for future related research, studies, or publications.

Are you comfortable if I record this interview using the audio recorder?

Interview questions (These will guide both interviews):

Tell me about how you became a Champlain student?

What are you overall impressions of Champlain?

How does Champlain compare to your previous school experiences?

Can you tell me about any struggles you had as student in the past?

How did you manage these struggles?

Tell me how you view the teachers here?

Can you tell me about any particular teacher you would feel comfortable approaching for help?

What made you select this teacher?

Can you give me a specific example of an interaction you have had with a teacher?

How did the interaction (relationship) begin?

Can you describe the interaction (relationship)?

What was the outcome?

What was the impact of that relationship on you?

How did the relationship affect your view of the future?

What are your future plans as a student?

Collage protocol: <u>Student</u>

Opening remarks:

Thank you for agreeing to participate in this study. Before we begin, I would like to review the consent form with you again (I will bring the same one that was signed previously so that I can review it). I would like to ask you to engage in a collage making activity, which will last approximately 60 minutes. The purpose of the collage activity will be to elicit your perceptions of the meaningful relationship you have had with a teacher, using this alternate aesthetic approach. Collage involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface.

Please use the magazines and journals that I have brought. You may cut anything you like out of them, using the scissors, and place the pieces where you like on the legal sized paper that I have provided. You may glue the images down, with the glue that I have brought, when you have completed the collage.

While you are creating the collage please think about your experience with the teacher here at Champlain with whom you had a meaningful relationship. When you have completed the collage, I will ask you to discuss (respond to) the created image with respect to how it is linked to the relationship. I will not interrupt you while you talk about the image so that I do not interfere with your ideas or your perceptions about the image.

Keep in mind, as we discussed in the consent form, you may refuse to allow the response to be audio-recorded. At any time, you may stop the activity or response. You can also refuse to respond without it having a negative impact on your participation in this study. You can refuse to allow any of the data (response or image) to be used for future related research, studies, or publications.

Are you comfortable if I record your response using the audio recorder?

Appendix J

Collage protocol: <u>Teacher</u>

Opening remarks:

Thank you for agreeing to participate in this study. Before we begin, I would like to review the consent form with you again (I will bring the same one that was signed previously so that I can review it). I would like to ask you to engage in a collage making activity, which will last approximately 60 minutes. The purpose of the collage activity will be to elicit your perceptions of the meaningful relationship you have had with an at-promise student, using this alternate aesthetic approach. Collage involves cutting images and materials out of existing media, shaping them and positioning them into a final image that is fixed in place on a flat surface.

Please use the magazines and journals that I have brought. You may cut anything you like out of them, using the scissors, and place the pieces where you like on the legal sized paper that I have provided. You may glue the images down, with the glue that I have brought, when you have completed the collage.

While you are creating the collage please think about your experience with the at-promise student here at Champlain with whom you had a meaningful relationship. When you have completed the collage, I will ask you to discuss (respond to) the created image with respect to how it is linked to the relationship. I will not interrupt you while you talk about the image so that I do not interfere with your ideas or your perceptions about the image.

Keep in mind, as we discussed in the consent form, you may refuse to allow the response to be audio-recorded. At any time, you may stop the activity or response. You can also refuse to respond without it having a negative impact on your participation in this study. You can refuse to allow any of the data (response or image) to be used for future related research, studies, or publications.

Are you comfortable if I record your response using the audio recorder?

Appendix K

Champlain
COLLEGE SAINT LAMBERT

January 27, 2014

To: Andrea Videtic
From: Don Shewan
Subject: Your research project

I am pleased to confirm that the College supports your research project proposal.
The work you are doing may very well prove valuable to your colleagues as they
continue to work towards increasing student success.

I wish you success in your efforts.

Don Shewan
Campus Director

Cc: Danielle Lafaille