

# Model Professor of the Present Generation

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I prefer to start this guide with kind regards and congratulations to the pupils (middle schoolers) that dedicated their time for this research to take place. Their collaboration blossomed into the relevant statistics I'm going to present to you.

Education is an essential road to take to improve our society and systems each day. Accordingly, it has been debated for thousands of years by the greatest minds and societies.

We daily read affirmations such as "There is a great problem with our educational system". Is it so? We all understand the educational system in different ways. Often, the fault is associated with teachers, with students that don't learn their lessons, with outdated teaching methods, with society as a negative influence, with parents, and with other impediments. What I didn't notice taking place in our daily routines is identifying and solving at least one of these problems.

I chose to build my research starting from and around the principal idea that:

*Happy pupils are a reason for their parents to be content. Content parents that see their children's happiness blossom from their educational background willingly support the improvement of the educational system.*

Great news! These problems infiltrated our educational system, but when we are going to solve any of them, education improvements will take place in all aspects. Ideas give birth to multiple great solutions. Let's start solving these problems by taking a better look at how things are now. Let's discover the right solutions.

What are the qualities that pupils appreciate from an educator?

In a study that took place thanks to the involvement of 132 pupils, I discovered that all the solutions we need were offered by our pupils in their active participation. Discussing and listening to what they have to say is the straightest way to clearly understand what they need for a fulfilled development. By listening to their needs, we pave the road for each generation to improve and for us, as educators, to be content and proud of what we sowed during our active years.

Why do we keep trying so many teaching methods that we consider effective? Are they the right way to our children's success? There is a more direct route. We better invest part of our time in discovering the learning mechanisms that best fit our pupils. As a professor, our main responsibilities are encouraging our students' performance, lowering the school dropout rate, and increasing the number of children for which learning is a pleasure in itself. I continue by mentioning that our pupils thrive when we give them rewards (encouragement, a pat on their backs, lauds, bonus points, the chance to highlight what they learn from their initiative).

A practical example may be:

*"You'll obtain a nice grade on your paper if you are going to do your homework. If you write the homework nicely, you will learn it better. If you know the lesson, you will always answer the educator's questions."*

Logically, the pupil will put more interest into obtaining the reward, and their perseverance will both emphasize and improve their abilities.

Rewards offer a bonus for the pupil: he discovers a clear path that he'll follow to improve himself. A motivated and prized pupil will search for ways to captivate in ways that are beneficial for both individual and group education.

Another intelligent method to win pupils' appreciation is offering bonus exercises for their tests. This will improve their grades while also giving them the freedom to highlight what they know.

Moreover, such bonus exercises will grade their knowledge without affecting how well they will fare in the future. Even better, they have one more chance to both prove and improve their abilities. If the pupil didn't know how to solve the entire paper, he's still able to compensate in other areas. By giving these rewarding exercises, we offer them a strong foundation of self-confidence and learning habits that will propel our children to learn diverse notions.

Our intentions as professors are simple. Our pupils are going to learn new useful information from our lessons. This is one more reason to avoid all forms of punishment. As responsible educators, we have the right to offer clarity and to support all the positive behaviors. I recommend that we evidentiate what our pupil accomplished.

Example:

*What if our pupil knew 1 out of three formulas? That's great! At least he knew something. Offer them a grade and place a "+" in front of it. Tell them that there's room for improvement and you believe in his potential. The pupil will be surprised and will try his best to also prove to you that you're right and he will improve himself.*

When you emphasize the good sides, all negative behaviors will disappear. What about the behaviors you wanted to get rid of through punishment? They're gone. We believed more and put more dedication into improving the person.

Education and mathematics are my passions. I have learned and applied education over long periods and taught for many hours. Suffice to say, I discovered great amounts of methods applied in both teaching and learning processes. But this didn't stop me from meeting pupils for which none of the methods worked out.

*But something must have worked out. What worked out for them?*

What brought up the results were person-to-person discussions. That's when I asked myself: which are the factors that nourish understanding? What factors weren't taken into account when undertaking great studies? Why do modern methods don't lead to the wonderful results they promise on paper?

This is how I created this questionnaire: so that we answer the questions I had.



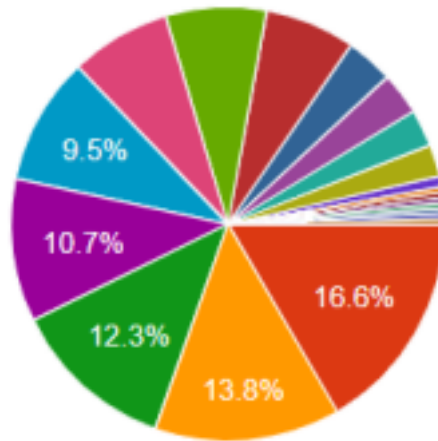
## *The pupils' response - a practical questionnaire*

The next section is dedicated to the wonderful answers our middle schoolers wrote about education and professors. I attentively included takeaways and highlighted the lessons for all of us as educators.

The form was distributed as a *Google Form* so it contains different types of questions, such as multiple choices, paragraph responses, checkboxes responses, and linear-scale responses.

1. For the question “Which are the qualities you wish your professor has?”

The answers are distributed as below:



The complete ordered analysis is:

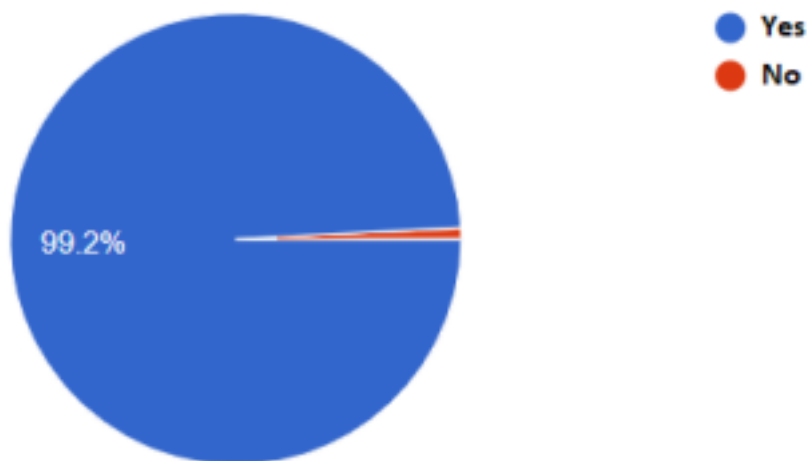
1. Patience 16.6%
2. Understanding 13.8%
3. Passion for the subject he teaches 12.3%
4. Positivity 10.7%
5. Real-world applications 9.5%
6. Curiosity, that determines the wish to know more 7.5%
7. Rightness 7.5%
8. Being right 6.7%
9. Ambition 3.6%
10. Perseverance 3.2%
11. Courage 2.8%
12. Other 5.8%

I mention that pupils could check multiple answers. In the same way, I trust your decision to choose the

qualities you wish to acquire from the list above. Now you get to know directly what qualities and abilities are needed in your classroom. I hope you obtain the wished-for performance and results from your schoolers.

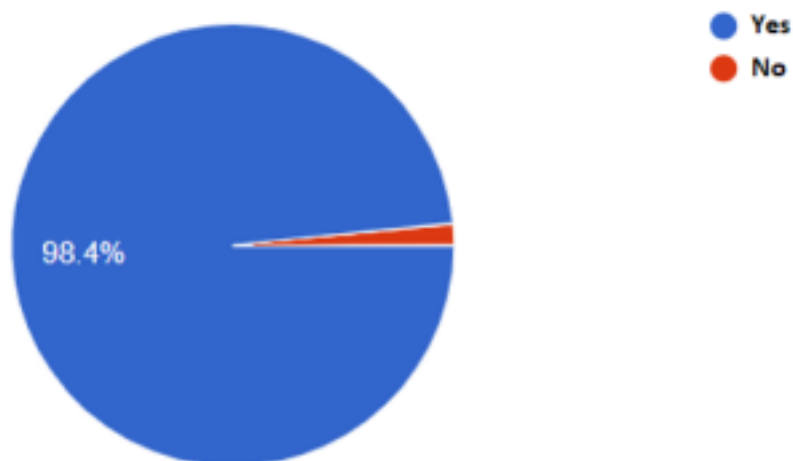
2. For the question “Do you think that a professor can inspire you to become a better person?”

The answers are distributed as below:



As you can observe, you have a great responsibility to develop your pupils' qualities and offer life models, and also the right to reach their positive expectations.

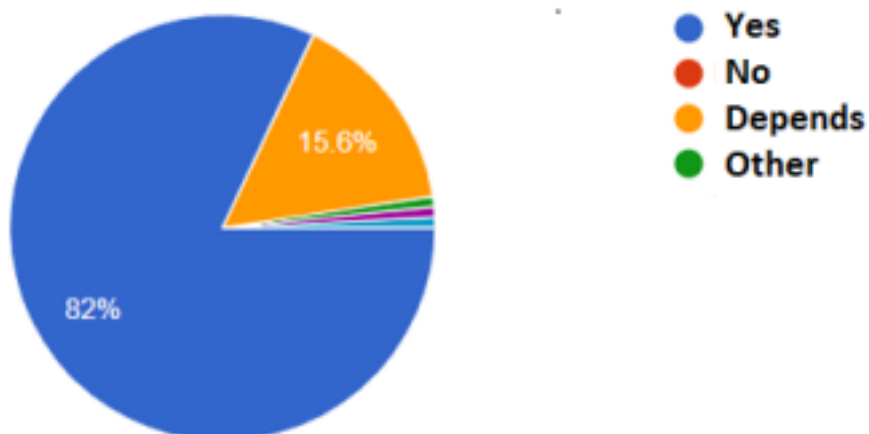
3. For the question “Do you think that school is important for your future?” The answers are distributed as below:



As you probably didn't expect, middle schoolers consider school important and consider it an investment.

4. For the question "Do you consider that you better understand a subject when you like your professor's way of teaching?"

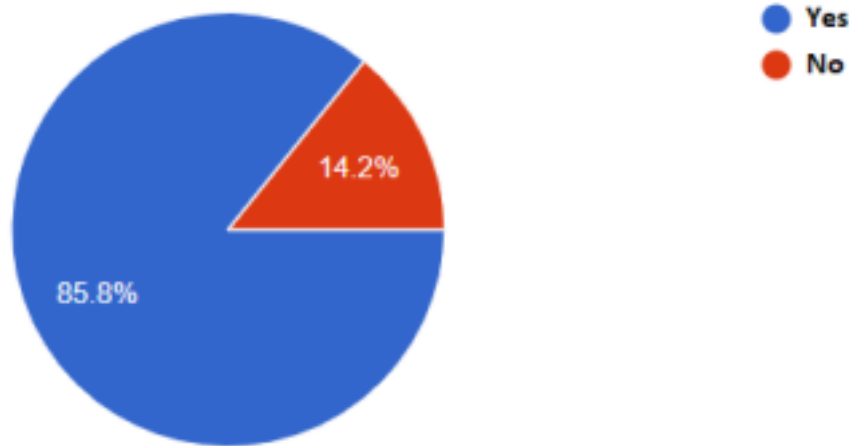
The answers are distributed as below:



When you smoothly manage a class's emotions and the pupils' comprehension (e.g offering examples and using props that fit their styles), you obtain great results.

5. For the question "Did you meet professors that inspire you?"

The answers are distributed as below:



You will surely manage your classes better now that you discovered the important role you play for your pupils.

6. For the question “What are the qualities possessed by the professors who motivated you to improve yourself?”

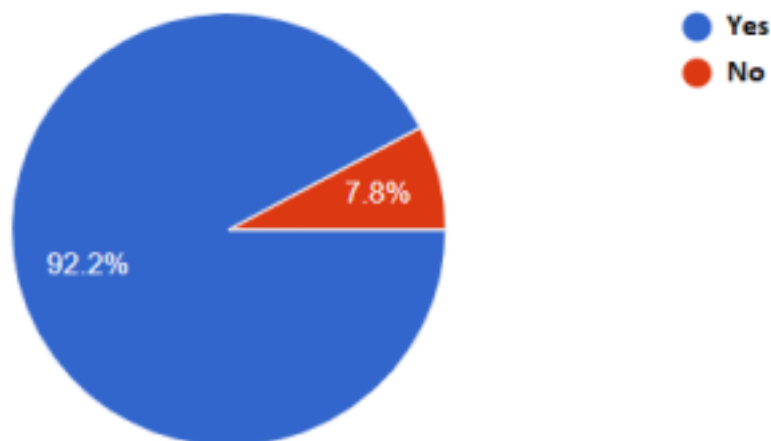
The answers proved so fascinating we proudly count among them replies such as:

- ✓ Culture. To always manifest a positive attitude and to value what we do;
- ✓ Perseverance;
- ✓ His way of being and recommendations/ pieces of advice for the future;
- ✓ Ambition;
- ✓ The desire to daily learn something new, patience, perseverance, rightness;
- ✓ Positivity, a good heart/ kindness;
- ✓ Passion for the subject they teach;
- ✓ To be a kind person with the students, to encourage them and understand them;
- ✓ The professor that motivated was positive, ambitious, and he cares about us;
- ✓ Understanding and the enthusiasm that he brings to the classroom;
- ✓ Their way of teaching;
- ✓ To inspire us;
- ✓ To understand something he’s going to explain it to you;
- ✓ Respectful;
- ✓ Optimist, patient, and understanding;
- ✓ They offer clear and good explanations;
- ✓ He had self-confidence and he offered us a crystal clear lesson;
- ✓ A patient, wise, nice, young, and wonderful miss professor;
- ✓ To joke with us;
- ✓ The fact that for the professor in cause KNOWLEDGE is more important than GRADES;

- ✓ The love they show and radiate when teaching the pupils;
- ✓ Empathy, rightness;
- ✓ Soul warmness;
- ✓ Patience and the desire to help;
- ✓ The way they appreciate each pupil;
- ✓ To tell me that if I work to succeed I will reach great heights, rather than raising their tone;
- ✓ The love and the patience for each of us, but also the fact that equality happens for all of us.

7. For the question “Do you have life models?”

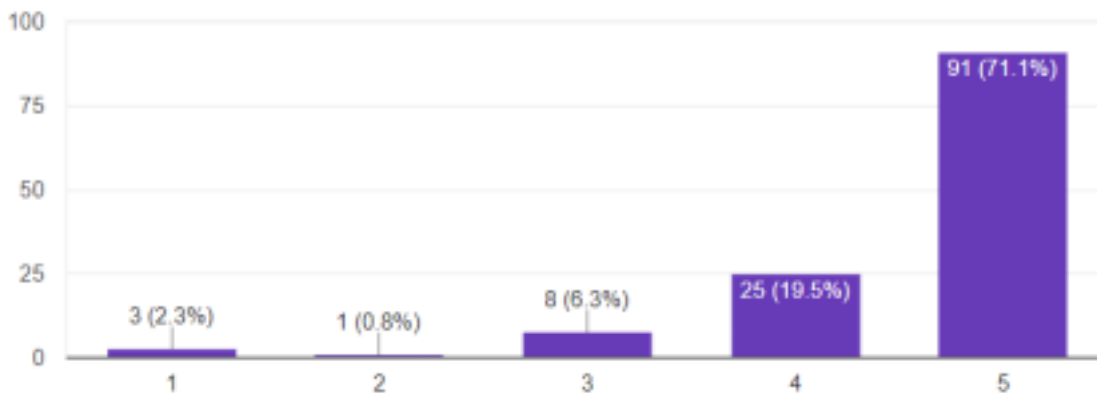
The answers are distributed as below:



Taking into account that the question was created as a general one, that percent of 7.8% caught my attention. Once more, we are taught how important it is to tend to our responsibility and grow the percentage of pupils that have access to great life models. It's time we offer that 7.8% of our children a model worth following.

8. For the question “How important are optimistic, positive educators for you?” The answers are distributed as below:





5 = "very important", 4 = "important", 3 = "neutral", 2 = "less important", 1 = "not at all important"

9. For the requirement "Please describe the last time you felt appreciated during classes"

We have a multitude of answers out of which we selected:

- ✓ Each time the discussion from the classes are interactive and the professor wishes for us to understand what he teaches to us, (and not just show off how much he knows, but rather how much we win thanks to that);
- ✓ I was in the Mathematics class and answered a difficult equation, an equation which seemed difficult to me, and our miss professor congratulated me;
- ✓ The last time that I felt appreciated in the classroom was when the professor asked all of us to express our opinion and he listened to them;
- ✓ 1 year ago;
- ✓ Never;
- ✓ Honestly, I don't know.

10. For the question "When did you feel that what you learn matters to your professor?"

The answers are distributed as below:

- ✓ When I won bonus points for different solutions. I also felt how important it is for me to make a habit out of what matters to me. <3;
- ✓ When they congratulate me;
- ✓ When they appreciated me;
- ✓ When the professor was smiling;
- ✓ I felt that when the professor was happy;
- ✓ I feel that what I learn matters to my professor when they talk about the lesson and they are delighted that they are teaching us about it;
- ✓ I felt that what I learn mattered for my professor when he valued that I searched more about the lesson;
- ✓ At that moment when I was feeling that I can apply and understand what I'm learning;
- ✓ When the professor appreciated me;

- ✓ When he supported me in my learning process;
- ✓ At that moment when I answer and the teacher says “exactly” or “that’s for sure”, they smile and nod in approval.

11. For the question “How do you feel when you discuss with a positive professor? What do they transmit?”

The answers are distributed as below:

- ✓ They make me feel able to move mountains from their place :))). They radiate balance and power, and the fact that they can stabilize everything, that learning can be super pleasant;
- ✓ A new chance to succeed in the system!;
- ✓ I feel great, they transmit a feeling of happiness and a great delight to learn; ✓ I feel very great;
- ✓ They motivate me when I have a bad day;
- ✓ A feeling of appreciation;
- ✓ They transmit empathy;
- ✓ I feel good and they transmit part of their “vibe”;
- ✓ I feel very good because when a professor understands you he discusses with you differently;
- ✓ I relax when I discuss with an open professor;
- ✓ When I discuss with a positive professor I feel free, I feel that they transmit happiness, patience;
- ✓ Happiness, silence, peace, passion, searching;
- ✓ Courage, ambition;
- ✓ I feel free to express myself when I discuss with a positive professor. They transmit understanding, respect, confidence, and a great attitude;
- ✓ When I talk to a positive teacher, I feel that I can open more in front of him, meaning that I stop being “closed”. Also, I consider them my friend and they transmit very positive feelings and inner peace;
- ✓ I feel very interested in the subject. Happiness;
- ✓ Feelings of accomplishment, courage;
- ✓ They transmit happiness, enthusiasm, and longing to learn;
- ✓ Very comfortable, calm, open. They transmit the feeling to speak comfortably; ✓ They transmit energy; My desire to learn grows.;
- ✓ I feel good, they transmit warmth, motivation to fight for everything that I want; ✓ The wish to know more;
- ✓ I usually empathize with people around me, but when I see how a professor is channeling all his energy, he’s struggling to explain to you, it’s something more, and they transmit that the same thing applies to you;
- ✓ They transmit a good mood;
- ✓ I feel they transmit part of their positivity;
- ✓ When I discuss with a positive professor I feel better and it’s easier for me to talk to them. The educator transmits to me that he likes what he does and that he wants for us to learn what he teaches;
- ✓ Happiness, they transmit happiness;

- ✓ Positivity;
- ✓ They transmit a feeling of happiness and enthusiasm;
- ✓ I feel great and they transmit joy;
- ✓ Emotions;
- ✓ They transmit a beautiful mood and they determine me to learn more; ✓ Confidence and appreciation;
- ✓ They instill courage and energy. They inspire me to open up and offer; ✓ Happiness;
- ✓ A lot;
- ✓ They transmit a mood and a vibe that both are incredibly great;
- ✓ They transmit happiness and I become happy myself;
- ✓ Happiness;
- ✓ When I talk to a positive and full of life professor the classes are more beautiful, more interesting more captivating and for me, they transmit more energy; ✓ Confidence, the fact that I am doing good at their subject;
- ✓ Energy and enjoyment of life;
- ✓ When I discuss with a positive professor they transmit a feeling of happiness and understanding, they transmit very important things;
- ✓ They transmit a good mood and security;
- ✓ A mood of calmness;
- ✓ Confidence;
- ✓ Energy;
- ✓ They transmit a mood of serenity and comfort;
- ✓ I feel more courageous! That I have a lot of courage!;
- ✓ Confidence;
- ✓ Self-confidence;
- ✓ When I discuss with a positive professor I feel a sentiment of relief, even enthusiasm because I was feeling that he truly listens to what I have to say;
- ✓ When I discuss with a positive professor, I feel a bond that makes me more open, sociable, and generally, I feel charged by his energy. They transmit confidence; ✓ Propitiated, because I know that he understands my remarks;
- ✓ They give me a great vibe, they make me happier, more energetic, I have a lot more energy and interest for his class;
- ✓ I feel calm. They transmit a very calm mood;
- ✓ I feel very appreciated. They transmit slices of his positivity;
- ✓ A calm mood;
- ✓ I feel safes, they transmit help;
- ✓ Courage, confidence, hope;
- ✓ When I discuss with a positive professor I feel great and very fulfilled. Their positive reaches me, and that is a very important thing in communicating with anyone; ✓ When I discuss with a positive professor they make me feel in my happy spot. Also, this thing tells me that he doesn't do those hours only for money, I feel like he wants to teach me something and he cares about my future;
- ✓ I feel encouraged, they convey happiness to me;
- ✓ It gives me a positive vibe and makes learning a pleasure for me; ✓ It conveys to me a state of well-being

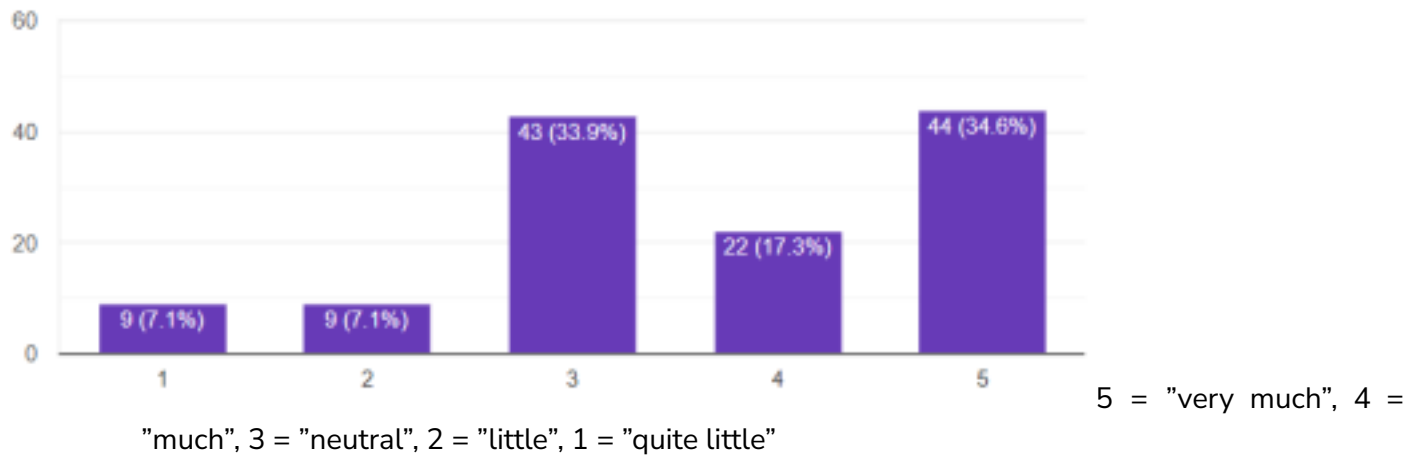
and safety;

- ✓ Lots of self-confidence;
- ✓ Trust;
- ✓ I feel at ease and I feel that I am capable of doing more. They transmit ambition ✓ When I talk to a positive teacher I feel more open and he sends me a state of goodwill;
- ✓ I feel like I like school more. He tells me that my work matters;
- ✓ When I talk to a positive teacher I feel happy! It gives me courage, ambition, joy!; ✓ That I can do something well;
- ✓ He's sending me confidence and optimism;
- ✓ I feel that he cares for me, he conveys encouragement to me;
- ✓ I also get infected by the teacher's optimism;
- ✓ I feel joy, I feel that I can learn something I like without putting in too much work; ✓ When I talk to a teacher, I feel more positive and also encouraged to learn to achieve everything I want;
- ✓ When I talk to a positive teacher, I feel that he conveys to me his optimistic state. And this I consider that it helps the student, he being more relaxed and more ambitious to learn more!
- ✓ Very good; It encourages me to get more involved in class;
- ✓ When I talk to a positive teacher, I feel safe and conveys to me that I can do more than that;
- ✓ Confidence;
- ✓ I feel like I do enter the state of silence;
- ✓ It gives me the feeling that in yoga exercises, you don't have to hurry, everything is fine;
- ✓ Happy;
- ✓ When I talk to one of the positive teachers, I feel free, knowing that they could help me in my need regarding a certain exercise, problem, etc. It tells me how to do it, it helps me overcome the situation I am facing;
- ✓ I feel very good and that's how I learn better;
- ✓ When I talk to a positive teacher, he conveys courage to me as well confidence in myself;
- ✓ When you talk to a positive teacher, you feel that the things you thought were impossible to solve have a solution, you just have to find it. The teacher will make things seem easier, will make you ambitious to succeed, and believe that dreams can come true, through work and devotion. It will always send you a state of happiness, peace, and calm;
- ✓ I'm feeling very well and conveys to me the desire to be in his place and become a teacher;
- ✓ When I talk to a positive teacher, he transmits his energy to me as well feel wonderful;
- ✓ I feel like I'm talking to a very good friend;
- ✓ The joy of learning;
- ✓ Patience;
- ✓ It conveys to me a state of joy;
- ✓ Confidence in myself;
- ✓ A positive teacher spreads positivity, it is encouraging. When I talk to such a teacher I feel happy that I went to school;
- ✓ Trust me and feel inspired;
- ✓ He conveys to me his positive state, confidence;
- ✓ It conveys its positivity to me, making me feel better;
- ✓ I feel encouraged;

✓ When I talk to a positive teacher, that energy and feelings are passed on to me; ✓ Kindness.

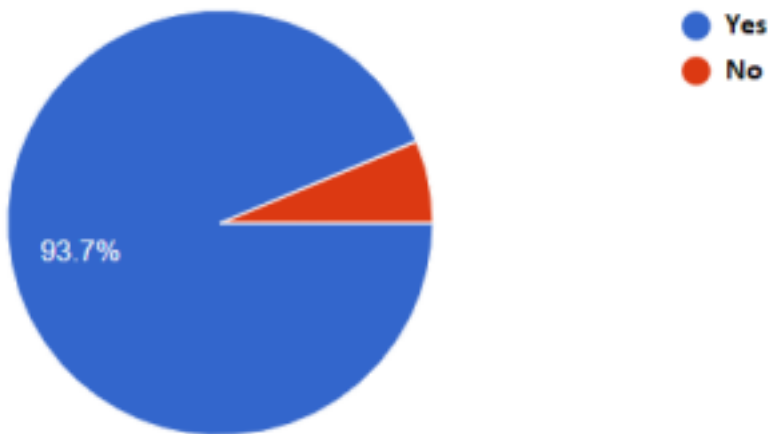
12. For the question “How important is it for you to express yourself in front of your classmates during the class?”

The answers are distributed as below:



13. For the question “Would you like to discuss current events/ important issues or general knowledge during the classes or the recreations?”

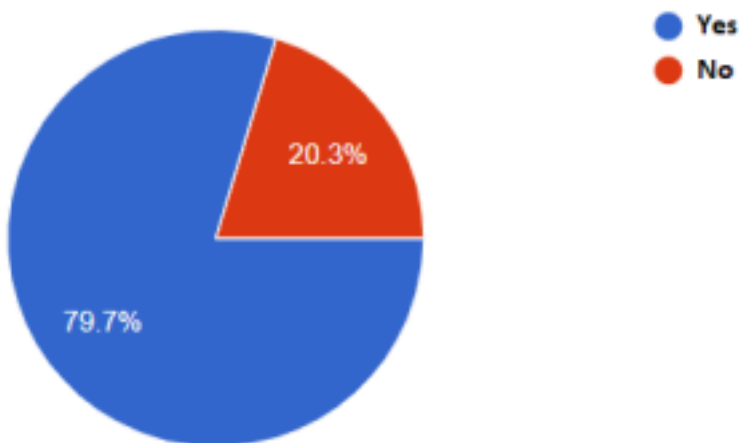
The answers are distributed as below:



You may take this into account and realize what Albert Einstein's professors omitted about the potential of a great pupil.

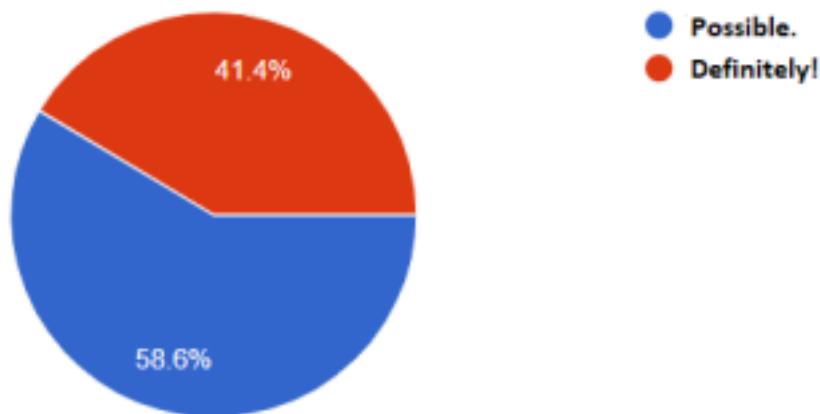
14. For the question "Did you meet professors that stand up for achieving your ideas? Maybe even by suggesting improving these ideas?"

The answers are distributed as below:



15. For the question "Do you think the answers you offered will matter?"

The answers are distributed as below:



I introduced this question into the discussion not only because I knew the direction I will take, but I also prefer to leave as many positive opinions as possible whenever I go.

### Conclusions - Open Questions

After looking at the result of this study, I prefer wrapping up with a list of open questions.

Do we often offer open questions to our children?

In this manner, we invite our pupils to think outside of our classes about diverse affirmations.

### Open Questions List

- Did you ever think that the best answer may come from the listener?
- Did you ever think that the methods you emphasized for so many years were considered modern many years ago when studies were accomplished with children that had much more limited access to information than in the present?
  
- Did you ever think that the answers you looked for were surrounding you in the classroom? And you only needed to open your eyes and focus your ears?
- Did you ever think that you can discover revolutionary answers only when you ask different questions?
- Did you ever think that there are clear reasons for each manifestation of the people around you?
- Did you ever think that when you change something about yourself you change the perception and behavior of the people around you?

- Did you ever think about how you are going to last in the memories of your pupils after they leave school and enter life? Will it be for them a memory to be proud of? Or will they pass about you in the future without recognizing you?
- Why do children seem to prefer a younger educator rather than an elderly one? Is age the problem or rather the attitude? Whereas age cannot be changed, attitude can!