

Submission title:

Educational Hospitality: Understanding the complexities of teacher-student relationships through a hospitable lens

Abstract:

The aim of this paper is to further explore the teacher-student relationship and how this can be best utilised to further a deeper approach to learning. By linking teacher-student relationships to that of a guest-host relationship this paper will explore complexities in terms of reciprocity, trust and exchange. It should be noted that the relationship must work for both parties in terms of expectations and the breaking of this relationship can be detrimental to the achievement of desired learning outcomes and skills development.

Drawing on Derrida's perspectives on hospitality (Derrida, 2000), the teacher-student relationship will be analysed in terms of the nature of exchanges from both parties. Trust and how this relationship may encourage deeper approaches to learning will also be a key part of this paper's development (Hung, 2013). The relationship between teacher and student will be likened to the relationship between guest and host and will be conceptualised in terms of reciprocity, exchange and shared expectations. Links will also be made to the work of Carl Rogers (1969, 1980) and his theory of person, or student-centred learning and the development of trusting relations within education. How effective teacher-student relationships can foster a deep, rather than surface, approach to learning (Biggs & Tang, 2011) will also be suggested.

To add further depth, the paper will take three teacher-student relationships that are used at Edinburgh Napier University. The analysis of the role descriptors will identify the levels of educational hospitality and how they may differ depending on the status or frequency of interaction and engagement. The three selected teacher-student relationships are those of Programme Leader, Lecturer and Personal Development Tutor (PDT).

Educational hospitality argues that the teacher-student relationship becomes just that – a relationship. A relationship involves responsibilities on both parts and if both parties are involved in the development of a working relationship then stronger engagement and deeper involvement in the learning experience can be articulated.

This paper argues that educational hospitality and its links to trust, its student-centrality and a positive teacher-student relationships can foster students to be active participants and collaborators in their own education and learning. This is in contrast to the surface approach to learning which sees the students, more as passive bystanders, waiting for knowledge to be impacted on them by their teacher. By placing more responsibility in the hands of the students, the learning experience becomes more personal, relevant and engaging to them.

The conclusions of this paper bring together theoretical insights from a range of relevant disciplines and offers a framework worthy of further discussion and academic research.

References

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- Hung, R. (2013) *Educational Hospitality and Trust in Teacher-Student Relationship*: A

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