

# Dangerous Friend The Teacher Student Relationship In Vajrayana Buddhism

Highlights in Educational Psychology: Teacher-student Relationship Student Relationships Teacher-student Relationships During Adolescence Consensual Sexual Relationships Between University Educators and Students The Relationship Between Secondary School Student and Teacher in the Vietnamese Educational Setting The Promise of Social Perspective Taking to Facilitate Teacher-Student Relationships The Relationship of Teacher Significance to Lower Socioeconomic Minority Students and the Teacher's Belief System and Sense of Efficacy Teacher-student Relationships: Causes and Consequences The Student's Guide to Zoology Student Protest and the Law Dangerous Friend Teacher-student Relationship and Its Impact on Student Unrest Delta Kappa Epsilon Quarterly Interpersonal Relationships in Education: From Theory to Practice The Impact of Teacher-student Relationships on the Learning Environment Examining Relationships in Sport Contexts Writing and Reading Differently Studies in Higher Education Studies in Higher Education The School Executive Claudio Longobardi Walter Gillian Clippinger Amanda Jeane Wyrick Anne Louise Byer-Rajput Giap Binh Nga Hunter Gehlbach Rebecca Lynne Payne Jere E. Brophy Andrew Wilson Rig'dzin Dorje Subhas Chandra Ghose David Zandvliet Brittany Epps Nicole Marie LaVoi George Douglas Atkins Purdue University. Measurement and Research Center

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we are pleased to introduce the collection frontiers in psychology highlights in educational psychology teacher student relationship this collection will welcome and showcase a selection of articles about this timely topic authored by leaders in the field the work presented here highlights the broad diversity of research performed across education and aims to put a spotlight on the main areas of interest

this dissertation provides an examination of contributing factors to high quality teacher student relationships during adolescence high quality teacher student relationships have been linked to better academic emotional and social functioning for students in elementary middle and high school while the importance of teacher student relationships is well documented less is known about contributors to the relationship especially during adolescence previous research has identified that in younger populations a student s gender income behavioral characteristics and parental involvement can influence the nature of the teacher student relationship this dissertation provides an important

extension of contributing factors into the adolescent age group where teacher student relationships offer an additional source of adult support and positively impact bonding to school norms and emotional functioning this dissertation uses 820 participants from the nichd study of early child care and youth development collection of data for use in this study occurred in 2006 which adolescents were 15 years of age data were collected from adolescents via questionnaires in the lab and home and from parents in the home only demographic data included gender and income additional data was collected from measures of teacher relationships maternal and paternal involvement and behavioral problems a series of hierarchical linear regression analyses were conducted to determine the extent to which parental involvement and behavioral characteristics predict the quality of teacher student relationships as well as to what extent behavioral characteristics and income moderate the relationship between parental involvement and teacher student relationship quality results from this dissertation indicate that both gender and income are significantly related to teacher student relationship quality with girls experiencing more high quality relationships income results were mixed students from high income homes experienced more quality in overall relationships with teachers while low income students endorsed better individual teacher relationships furthermore ratings of both maternal and paternal involvement were significantly related to higher ratings of teacher student relationship quality taken together research indicates that parents who are involved in a student s education influence the relationship the child has with his her teacher thereby improving academic success and emotional functioning the dissertation concludes with implications for educators schools and counselors

quality teacher student relationships are linked with numerous valued student outcomes yet questions remain about how to best facilitate these relationships social perspective taking the process of discerning others thoughts feelings and motivations is critical to relationships yet its promise as a facilitator of teacher student relationships remains largely unknown this study examines associations between social perspective taking and teacher student relationships in three secondary schools n 328 students 62 teachers as predicted social perspective taking was consistently associated with teacher student relationship quality specifically the social perspective taking accuracy of one party was associated with the other party s perception of the relationship for practitioners these results underscore the promise of social perspective taking as a means to improving teacher student relationships for researchers these findings signal the need to account for motivation accuracy and context in future investigations of social perspective taking an appendix presents teacher student relationship scale student and teacher items contains 2 footnotes 1 figure and 5 tables

although tibetan buddhism continues to grow in popularity the crucial relationship between teacher and student remains largely misunderstood dangerous friend offers an in depth exploration of this mysterious and complex bond a relationship of paramount importance in tibetan buddhist practice according to tibetan buddhist tradition the student must have complete trust in the teacher the dangerous friend if he or she is to achieve any understanding it is the teacher s responsibility to uphold the integrity of the tradition the basis of which is compassion for all beings by transmitting it properly to an appropriate student likewise it is the student s responsibility to meet the challenge of carrying on the lineage of teachings by entering such a relationship both teacher and student accept the burden of protecting those teachings by understanding them completely and correctly by practicing them fully and faultlessly and by transmitting them without omission dangerous friend includes discussions of the following topics meeting and recognizing an appropriate teacher understanding the gravity of entering the teacher student relationship shifting one s approach from spiritual materialism to genuine buddhist practice accepting the challenge of being truly kind honest and courageous

throw light upon the causes that contribute to the restlessness among students students are not to be blamed for their being restive and violent they are the products of the situations in which they are being raised they are what they are shaped to be since the ancient times an authoritarian tendency has characterised the attitudes of teachers among others in authority in educational institutions

towards the students students have not had the necessary attention and affection the most important of the causes stands out to be the absence of cordial teacher student relationship plus the conducive educational and institutional environment recommendations it is interesting to note that a good teacher even if he is not a good man is more respected than a bad teacher who may be a good man it is obvious therefore that professional excellency and commitment on the part of the teachers will go a long way to curb student unrest in our educational institutions dr s n ratha professor and head post graduate department of anthropology and sociology sambalpur university orissa the author has done his work critically and well he has chosen a new parameter teacher student relationship in his study and is well taken from authors like mccormack to altbach very few authors have explored this dimension of the problem except very tangentially mr ghose s is a full length study on this dimension with all its ramifications i congratulate the author for his painstaking and critical expose bela dutt gupta professor of sociology calcutta university west bengal i recommend for its originality and boldness i think the results of this study be known to all teachers and educationists dr n c choudhary professor of sociology and social anthropology university of north bengal review the findings are logically arrived at and cogently presented in a readable simple style no doubt this book will be useful to all those who have interest in the areas of sociology education political sociology in general and to those who are interested in the problems affecting the youth in particular k raghuram reddy the indian journal of political science

this book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from europe north america and australia the work clearly demonstrates that positive teacher student relationships can contribute to student learning in classrooms of various types productive learning environments are characterized by supportive and warm interactions throughout the class teacher student and student student similarly at the school level teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues work on this book began with a series of formative presentations at the second international conference on interpersonal relationships in education icire 2012 held in vancouver canada an event that included among others keynote addresses by david berliner andrew martin and mieke brekelmans further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises the volume while eclectic demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings chapter contributions come from a range of fields including educational and social psychology teacher and school effectiveness research communication and language studies and a variety of related fields together they cover the important influence of the relationships of teachers with individual students relationships among peers and the relationships between teachers and their professional colleagues

this mixed methods study provided an examination of the perceptions of k 12 teachers n 39 and students n 276 in a small school district in georgia concerning their student teacher relationships findings indicated that teachers and students both male and female agreed about trust and alienation factors within the teacher student relationships there were significant differences in male and female students perceptions about the role of communication within the teacher student relationship and their teachers viewpoints findings indicated that parents and lack of time are two of the main challenges to the teacher student relationship future studies could focus on identifying any differences in elementary middle school and high school students perceptions about teacher student relationships

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