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Jeremy J. Sierra

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Shared Responsibility and Student Learning

Ensuring a Favorable Educational Experience

Jeremy J. Sierra

Texas State University—San Marcos

In academia, interdependence or shared responsibility between instructor and student is an essential part of the educational process, yet research examining its effect on student responses toward their learning experience is scant. To offer insight into this context, two studies are developed. Study 1 finds that perceptions of shared responsibility for student learning are positively related to attitudinal, emotional, and behavioral responses toward the marketing education experience. Study 2 finds that shared responsibility relates positively to grade earned in the course. Implications for marketing academicians are discussed.

Keywords: *interdependence; shared responsibility; social exchange theory; structural equation model; student learning*

Practice and literature suggest that in marketing classes the traditional lecture format is being accompanied by and in some cases replaced by contemporary pedagogy. For example, interactive and discussion-based (Spiller & Scovotti, 2008), Web-embedded and Web-exclusive (Eastman & Swift, 2001), and virtual (Mintu-Wimsatt, Ingram, Milward, & Russ, 2006) methods are being readily implemented by marketing educators. Such techniques have helped fill a fissure between academia and practical marketing (Spillard & Riley, 1993) while meeting the requirements of accrediting bodies, which place more emphasis on learning outputs (e.g., student understanding via application) than education inputs (e.g., student knowledge via lecture) (Wooldridge, 2008). This methodological refocus affords marketing educators a variety of learning-related tactics to implement, which include moving educational participants to share responsibility for learning outcomes (Hawes, 2004). Sierra, Heiser, and McQuitty (2009) defined *shared responsibility* as “mutual dependence or accountability for the success of a service outcome, through verbal and physical efforts by the parties directly involved in the service exchange” (p. 111). Because marketing education is in part job preparation, developing desirable managerial traits (e.g., assertiveness, accountability, communication) in students should be a priority for marketing educators; such qualities can be initiated and fostered by incorporating a shared responsibility model into business education.

Shared Responsibility and Student Learning

In academia, the coproduction element of learning is a highly pertinent aspect of education (McCollough & Gremler,

1999); that is, for students to learn, a combined effort between the instructor and pupil is needed (Chonko, 2003). In this sense, active collaboration, dialogue, interaction, mutual accountability, and reflection are inherent aspects of learning (Palincsar, 1986; Peltier, Drago, & Schibrowsky, 2003; Peltier, Hay, & Drago, 2005; Schuh, 2003; Shor & Freire, 1987). In fact, high interactive faculty, who use active-oriented learning tasks, can increase students’ intrinsic motivation regarding their learning (Young, 2005). Also dialogue interaction, which is an interactive process of learning collaboratively, helps to facilitate learning and develop trust between parties (Ballantyne, 2004). Moreover, reciprocity in academe, where teachers and students take turns in leading dialogue discussion, leads to positive student performance (e.g., improved quality of summaries of the studied concepts and considerable improvement on comprehension tests; Palincsar & Brown, 1984). These findings suggest that components of shared responsibility may be incorporated into teaching tactics and cerebral tasks that can be used to increase student understanding of concepts and satisfaction toward their learning experience (Hacker & Tenen, 2002; McCollough & Gremler, 1999).

Leaning on social exchange theoretical frameworks, effects of instructor–student coproduction are assessed by examining shared responsibility in a student learning context; in this milieu, instructors are responsible for student learning by being prepared for classes, leading class discussions, and challenging students with learning tasks. Likewise, students are responsible for their learning by coming to class prepared, taking part in class discussions, and putting forth their best effort on learning tasks. This research examines how perceptions of shared responsibility for student learning affect students’ responses to their educational

experience (Study 1) and students' learning outcomes (i.e., course grade) (Study 2).

Theoretical Framework

Lawler's (2001) Affect Theory of Social Exchange considers relationships or networks of relationships as emotion sources that are contingent on the perceived degree of interdependence within a social exchange. The interdependence in a social exchange varies with the level of shared responsibility each exchange member assumes for outcome success. Importantly, social exchange participants experience emotions as a result of sharing responsibility for outcomes. Exchanges that are successful typically generate positive emotions, whereas exchanges that are unsuccessful tend to generate negative emotions (Lawler, Thye, & Yoon, 2000). The greater the perceived interdependence between exchange participants, the greater the emotional intensity associated with and felt by exchange participants (Lawler, 2001).

A related framework, the Theory of Relational Cohesion (Lawler, Thye, & Yoon, 2000), posits that the positive emotions spawned in social exchanges can become value sources for participants. Additionally, emotions resulting from social exchanges have the capacity to influence social relations, where emotions are redirected toward people and networks of related people, which ultimately influence behavioral responses. For example, a student who has a positive emotional experience with a professor during a semester may seek to take additional classes with this same professor in a subsequent semester, whereas negative emotions generated during a semester may adversely affect a student's willingness to take additional classes with the same professor. Research examining the aforementioned frameworks to social exchange settings is scant. An exception found that emotional responses to service providers mediate the relationship between shared responsibility and service brand loyalty (Sierra & McQuitty, 2005). To build on their finding, shared responsibility effects are examined in a student learning context.

Study 1

Hypotheses

The Affect Theory of Social Exchange (Lawler, 2001) suggests that relationships formed within social exchanges are sources of emotions to associated parties dependent on the level of shared responsibility to complete a successful exchange. The Theory of Relational Cohesion (Lawler et al., 2000) suggests that the emotions resulting from a social exchange can be attributed to the relationship between exchange participants who, via verbal and physical efforts,

contribute to a mutually beneficial outcome. Lawler et al. (2000) found that participants who contributed to productive social exchanges reported positive emotional outcomes and stronger overall relationships than did participants who did not contribute to the exchange. These results suggest that relational cohesion produces favorable outcomes in social exchanges. For example, social relations that originate through mutual accountability for creating successful exchange outcomes may trigger service customers' positive emotional responses toward the social exchange (Gustafsson, Johnson, & Roos, 2005). When social exchanges are productive and generate favorable relations between participants, they may create rewards in the form of positive attitudinal, emotional, and behavioral outcomes that can be shared by those involved in the exchange.

Dialogue between instructors and students is an avenue to ameliorate knowledge in the classroom (Shor & Freire, 1987). For example, learning goals may be achieved via active collaboration between instructors and students (Schuh, 2003). Hence, student learning experiences may be improved when they share responsibility for learning success with instructors. For MBA students, instructor–student interactions and reflective learning are positively related to overall perceived effectiveness and quality of the course and MBA program (Peltier et al., 2003; Peltier et al., 2005). Regarding course content and course format, MBA students that receive face-to-face instruction are more satisfied with their learning experience than are distance education students who do not receive face-to-face instruction (Ponzurick, France, & Logar, 2000). For undergraduate marketing students, faculty–student interactions lead to increased intrinsic motivation for student learning (Young, 2005). Additionally, reciprocal teaching, where instructors and students engage in dialogue learning, leads to favorable student gains such as improved comprehension and test scores (Palincsar & Brown, 1984). Similarly, coproduction and interactive practice between the instructor and student to attain learning objectives leads to higher student satisfaction of their learning experience (Frankel & Swanson, 2002; McCollough & Gremler, 1999). As these findings indicate, students tend to respond favorably to learning environments when they and faculty work toward shared learning outcomes.

As participative behaviors in social exchanges influence responses toward the service provided (Ennew & Binks, 1999) and because the classroom is an interactive social environment, a positive relationship is expected between students' perceived shared responsibility for their learning and attitudinal, emotional, and behavioral responses toward the learning social exchange. To offer insight into these effects, the following hypotheses are proposed:

Hypothesis 1: As student perceptions of shared responsibility for learning outcomes increase (decrease),

students will form a more favorable (unfavorable) image toward their learning experience.

Hypothesis 2: As student perceptions of shared responsibility for learning outcomes increase (decrease), students will experience more positive (negative) emotions toward their learning experience.

Hypothesis 3: As student perceptions of shared responsibility for learning outcomes increase (decrease), students will form more positive (negative) attitudes toward their learning experience.

Hypothesis 4: As student perceptions of shared responsibility for learning outcomes increase (decrease), students' intentions to take additional classes with the same professor will increase (decrease).

Method

Scale Descriptions

The survey contained tailored questions from five scales regarding shared responsibility (S_R ; 4 items), emotional response toward the learning experience (E_{MOT} ; 6 items), attitudinal response toward the learning experience (A_{TT} ; 4 items), intentions to take another class with the same professor (Int_{TENT} ; 5 items), and perceived image of the learning experience (I_{IMAGE} ; 7 items). Complete scale items are provided in the Appendix. Each of these scales is briefly described.

Shared responsibility. Sierra and McQuitty (2005) studied customer perceptions of shared responsibility for general service exchange outcomes. This scale was adapted for a student learning context; students were asked to contemplate the role that they and the professor played in trying to generate a successful marketing education experience.

Emotional response. Havlena and Holbrook (1986) studied consumers' emotional states, which are continuous underlying dimensions that differentiate between various emotional conditions, to exchanges using a 7-point semantic differential scale. For this study, the semantic differential scale items were converted to Likert-type scale items and used to measure students' emotional response to their learning experience in the course.

Attitudinal response. Grier and Deshpandé (2001) assessed general attitudes or internal assessments (Mitchell & Olson, 1981) about an advertised brand. This scale was adapted and measured students' general overall assessment of their learning experience in the course (e.g., degree of favorableness).

Intentions. Holmes and Crocker (1987) examined consumer intentions to purchase high- and low-involvement

products, and MacKenzie, Lutz, and Belch (1986) examined advertising effectiveness and its effect on purchase intentions. Items were adapted from each of these scales and measured students' intentions to take another class with the same professor.

Image. Sierra, Compton, and Frias-Gutierrez (2008) examined the effect of perceived sexual harassment in the workplace on image perceptions of the firm, which are brand perceptions manifested through brand associations (Keller, 1993). Their scale, which measures a multifaceted construct consisting of multiple brand factors pertaining to a firm and its offerings (Keller, 1993), was adapted and assessed students' perceived image of their marketing education in the course (e.g., degree of credibility).

Data Collection Procedure

At the close of the semester, undergraduate business students, who knew roughly 60% of their overall course grade, enrolled in a lecture-based, discussion-encouraged marketing course in a southwestern U.S. university completed a questionnaire regarding their learning experience for the semester; course grade was derived from individual (80%) and team-based (20%) components. The class consisted of multiple choice-type exams and a team-based project focused on a local retailer. Lecture and discussion, which emphasized dialogue and thus moved the instructor and students toward sharing responsibility for learning subject matter, made up the majority of classes; project-related activities, where students would work in their teams and ask personal feedback from the instructor, occupied a few class days. To control for previous learning experiences, written and verbal instructions indicated to respondents that the questionnaire pertained only to the education they received during the semester in the course. Students were made aware that there were no right or wrong answers and that their responses were anonymous. In return for providing the requisite data, students received course extra credit, which is an effective means to compensate student respondents (Malaviya, John, Sternthal, & Barnes, 2001), in the form of 5% added to a designated exam that was worth 12% of the student's overall course grade. Response rate was 100%.

Sample Profile

The final sample size is 213. The respondent's mean age is 22 years ($SD = 2.26$), and males (65%) outnumber females. The main ethnic groups studied are White (82%), Hispanic (10%), and Asian (4%). Of all respondents, 73% are employed; 53% are marketing majors and 31% are management majors. Seniors (58%) and juniors (40%) comprise the majority of the sample.

Results

Factor Structure

Principal components analysis with varimax rotation was used to assess the factor structure of the 26 items that comprise the five scales. Missing data were handled via pairwise deletion. The resulting five-factor solution, in which each item loaded highly (i.e., >0.578) on the appropriate factor and with no meaningful cross loadings (i.e., 0.433 or less), accounted for 71.62% of the variance. The reliabilities for the five scales ranged from $\alpha = .765$ to .924.

A measurement model was estimated with LISREL 8.72 and the 26 items comprising the five scales. The average variance extracted (AVE) for each construct, except shared responsibility (AVE = 48.1%), exceeds 50%, which provides further evidence for convergent validity. Also, the AVE for each construct, except shared responsibility and two values, is greater than the squared correlations between each construct and the other constructs, which provides additional evidence for discriminant validity (Fornell & Larcker, 1981; Hair, Black, Babin, Anderson, & Tatham, 2006). Estimation of the measurement model produced the following goodness-of-fit statistics: $\chi^2(289) = 717.07$ ($p = .00$), comparative fit index (CFI) = 0.90, nonnormed fit index (NNFI) = 0.89, and standardized root mean square residual (SRMR) = 0.057. These fit statistics provide evidence of marginal model fit and the measures used to examine the studied constructs appear valid (Hair et al., 2006).

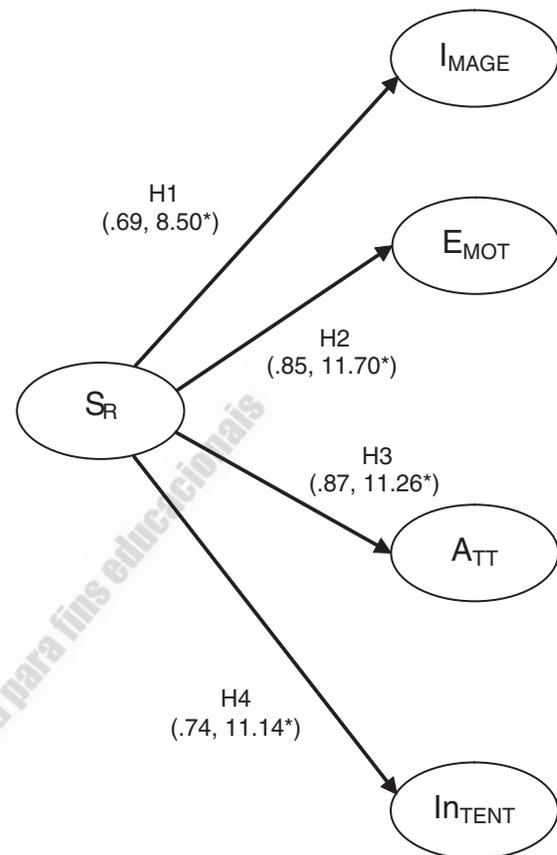
Structural Equation Model

The relationships shown in Figure 1 were tested using a structural equation model with LISREL 8.72. A covariance matrix and maximum likelihood estimation were used to estimate model parameters. Missing data were handled via pairwise deletion. Five constructs— S_R , E_{MOT} , A_{TT} , In_{TENT} , and I_{MAGE} —with four, six, four, five, and seven items, respectively, were included in the model.

Model estimation produced the following goodness-of-fit statistics: $\chi^2(292) = 652.64$ ($p = .00$), CFI = 0.91, NNFI = 0.90, and SRMR = 0.060. These statistics imply a marginal fit between the model and the data (Hair et al., 2006; Hu & Bentler, 1999). Three additional parameters that are consistent with the measurement theory and capture significant error covariance between pairs of items within the S_R , E_{MOT} , and I_{MAGE} factors, beyond those explained by the common factors, are included in the model.

The structural equation model's path coefficients are used to evaluate the hypotheses. The t statistics associated with the four path coefficients are significant at the $p < .01$ level, which suggests that H1 through H4 cannot be rejected. Specifically, student perceptions of shared responsibility for learning are positively related to perceived image toward the

Figure 1
Path Model



*Significant at the $p < .01$ level

Note: In the parentheses, the structural coefficient and t statistic are provided.

* $p < .01$.

learning experience (H1), emotional responses toward the learning experience (H2), attitudinal responses toward the learning experience (H3), and intentions to take additional classes with the same professor (H4). Thus, the data support the four hypotheses and the structural equation model.

Study 2

To offer additional insight to Study 1, Study 2 examines the relationship between shared responsibility and student learning (i.e., course grade). Because interdependent activities in the classroom may lead to heightened levels of student understanding (Palincsar & Brown, 1984; Schuh, 2003), it is posited that shared responsibility should correlate positively with student learning, via the course grade earned.

Method

Scale Description

The Study 2 survey (see the appendix) adapted and modified the shared responsibility scale used in Study 1. To more accurately capture the S_R domain, five items instead of four were used.

Data Collection Procedure

During regularly scheduled classes in which the principal investigator was not present, undergraduate business students enrolled in a marketing course in a southwestern U.S. university were solicited to complete a questionnaire about their learning experience for a previously taken class. Initially, students were asked to indicate a marketing class (if applicable) they completed the previous semester, where this study's primary investigator was not the instructor, and course grade. These approaches helped to eliminate biases and Hawthorne effects associated with data collection. The majority of students (86%) indicated a previously taken marketing course (e.g., principles of marketing, professional selling, consumer behavior, and marketing research). Written and verbal instructions indicated to respondents that the questionnaire pertained only to the education received in the class they noted. Students were made aware that there were no right or wrong answers and that their responses were anonymous. In return for providing the requisite data, students received course extra credit in the form of 5% added to a designated exam.

Sample Profile

The final sample size is 189. The respondents' mean age is 21.92 years ($SD = 2.19$), and males (57%) outnumber females. The main ethnic groups studied are White (79%), Hispanic (13%), and Black (5%). In terms of major, marketing (55%) is most prominent followed by management (23%), finance (11%), and accounting (5%). Seniors (66%) and juniors (29%) comprise the majority of the sample; the grade distribution for the identified classes is 24 Cs, 108 Bs, and 57 As, and the mean grade point average of respondents is 3.06 ($SD = 0.37$).

Results

Factor Structure

Maximum likelihood estimation was used to examine the factor structure of the five items that comprised the shared responsibility scale. Missing data were handled via pairwise deletion. The item loadings of the single factor solution ranged from 0.65 to 0.85, accounted for 68.09% of the variance, and had an α coefficient of .88.

Hypothesis Test

The hypothesized positive relationship between shared responsibility and grade earned in the course is supported ($r = .189, p < .01$). Hence, it appears that student perceptions of shared responsibility affect their level of learning via course grade.

Discussion

This research provides a practical application of Lawler's (2001) Affect Theory of Social Exchange and Lawler et al.'s (2000) Theory of Relational Cohesion; these studies show the significant effect that shared responsibility has on student responses toward their business education. Specifically, the findings show that student perceptions of shared responsibility for their learning lead to favorable responses toward their learning experience and a heightened level of student understanding of course material via course letter grade. As such, marketing educators may seek to increase student perceptions of shared responsibility for learning outcomes (Palincsar, 1986).

By offering insight into these shared responsibility effects, this research makes a meaningful contribution to knowledge of student learning. For example, the data support the notion that shared responsibility is a critical component of student learning; it leads to propitious attitudinal, emotional, and behavioral student responses toward their business education experience (Study 1), and it positively influences student understanding of course material (Study 2). These findings extend prior research on the importance of shared responsibility in social exchanges (e.g., Sierra & McQuitty, 2005) and support the significance of Lawler's (2001) Affect Theory of Social Exchange and Lawler et al.'s (2000) Theory of Relational Cohesion in a student-learning context. Additionally, in Study 1, attitudinal (i.e., A_{TP} , I_{MAGE}), emotional (i.e., E_{MOT}), and behavioral factors (i.e., In_{TENT}) are simultaneously examined as effects of shared responsibility for student learning; by examining these three consumer behavior-related factors, this model more accurately reflects consumer behavior in a social exchange setting (Agarwal & Malhotra, 2005).

Implications

When effectively applied, the shared responsibility findings from these studies may prove beneficial to both students and instructors in creating a favorable marketing education experience. For example, instructors could require synopses of Podcast lectures and capitalize on social media efficiencies through requisite blog postings and online discussions about course material; such techniques would help to increase shared responsibility for

learning. To help initiate team-based active learning (Laverie, 2006), instructors could develop and give minilectures (Hamer, 2000); subsequently, student teams would evaluate and summarize the content, ask questions for clarity, and develop exercises and/or discussion questions for further application and understanding of the material. Instructors could set up class field trips to local businesses; ensuing, students would lead a class discussion that links the strategies of the business visited to key textbook concepts, relevant theory, and practitioner-based articles. Additionally, to move students to share responsibility for their learning, instructors could use clicker technology to boost class participation (Yourstone, Krave, & Albaum, 2008) and/or leave PowerPoint slides incomplete, requiring students to fill in the blanks during class discussion (Hawes, 2004).

Collaborative learning could be pursued by requiring students or student teams to use technological resources, such as digital lecture recordings (Paladino, 2008), to develop questions for class discussion in which they would lead; in terms of class participation, students could evaluate each other and designate a winner for each class and the semester; winners would be awarded a statue of some sort, comparable to the Oscars, for outstanding performance (Wooldridge, 2008). When multiple-choice exams are returned to students, instructors could offer them the opportunity to argue questions missed. By creating an interactive, argumentative-based discussion that can prove beneficial to the pupil's grade, students will voluntarily partake in class discussion. Additionally, team teaching for certain business classes could help generate an interdependent learning milieu (Stafford, 1996). For example, marketing, management, and business communication faculty could lead an integrated course where student teams develop an in-depth business plan for a local retailer. The cumbersome nature of this task would necessitate continuous faculty–student team meetings; as a result, students would take ownership of their plan's direction while recognizing the value of all constituents' input.

To prepare business students for the workplace, marketing educators must not only teach core concepts and relevant theory, they must develop students' practical, communication, interpersonal, leadership, analytical, and team-building skills (Adrian & Palmer, 1999; Hawes, 2004; Laverie, 2006). The shared responsibility paradigm discussed here may assist in these endeavors. For example, because shared responsibility tactics (e.g., accountability, interaction, dialogue) in sales contexts lead to more ethical (Izzo, Langford, & Vitell, 2006) and successful sales encounters (Williams & Spiro, 1985), marketing students should be given opportunities to ameliorate these skills during their education. By stressing an interdependent learning environment, using such methods as joint or cooperative learning activities, personal interaction role play, participative structured and unstructured case analysis, editorial tasks, experiential

learning exercises, real-world business projects, student led discussions, and mandatory contribution during discussions (e.g., Eveleth & Baker-Eveleth, 2003; Forman, 2006; Gremler, Hoffman, Keaveney, & Wright, 2000; Klebba & Hamilton, 2007), marketing instructors will improve student learning and better prepare them for the service-oriented marketplace (Wright, Bitner, & Zeithaml, 1994).

Limitations and Future Research Directions

This research is not without limitations. First, the data were collected from undergraduates in one region at one university in the United States. To help establish external validity of the findings, additional data from graduate students, in different regions, and various universities are needed (Winer, 1999). Second, the scales used for data collection may not be equally valid across all samples and exchange contexts. This factor can affect the measurement properties of the constructs and their relationships with one another. Third, to avoid possible confounding effects, additional compensatory strategies for students, aside from extra credit, should be pursued.

To provide further insight into students' responses to shared responsibility in educational contexts, determinant variables could be modeled. For example, future research could examine the influence of demographic factors such as age, gender, life experience (e.g., family life cycle), and cultural differences on shared responsibility in academe. Psychographic determinants of shared responsibility could be examined, including encounter orientation, interaction adaptability, intrinsic motivation, relationship proneness, social affiliation, and tolerance of ambiguity (Frankel & Swanson, 2002; Kirton, 1981; Odekerken-Schröder, De Wulf, & Schumacher, 2003; Vázquez-Carrasco & Foxall, 2006). The situational context may also play a role in students sharing responsibility for their learning. For example, perceptions of shared responsibility may vary for students enrolled in certain classes, varying in size (e.g., an undergraduate marketing capstone with 35 students versus a PhD seminar with 7 students) or learning method (e.g., online versus in class). In terms of learning outcomes, studies could explore if shared responsibility leads to a better understanding of marketing strategies for case studies or article reviews. Alternative research tools, such as experiments and interpretive methods, could be used to examine the effects of shared responsibility in a student learning context (Eveleth & Baker-Eveleth, 2003). Examining the effect of shared responsibility for student learning on professor and course ratings warrants investigation (Mintu-Wimsatt et al., 2006; Spooner, Jordan, Algozzine, & Spooner, 1999). Last, studying the effects of shared responsibility on faculty's perception of the educational experience appears worthy of inquiry (Frankel & Swanson, 2002).

Appendix Scale Items

Study 1

Shared Responsibility (7-point Likert-type scale: 1 = *strongly disagree* to 7 = *strongly agree*)

- (SR1) Because of the important role that I and the professor played in the delivery of my education, I feel as though we worked together as equals to make this learning experience a success.
- (SR2) I sensed a certain amount of accountability for the professor and me to make this learning experience end successfully.
- (SR3) The idea that the professor relied on me and I relied on him to make this learning experience successful, is something I enjoyed about my education in this class.
- (SR4) I felt somewhat in control of my education in this class, which made me responsible for my success.

Emotional Response (7-point Likert-type scale: 1 = *strongly disagree* to 7 = *strongly agree*)

- (EMOT1) I am happy with the marketing education I received.
- (EMOT2) The marketing education that I received was pleasant.
- (EMOT3) I am satisfied with the marketing education I received.
- (EMOT4) I am content with the marketing education I received.
- (EMOT5) I had an enjoyable marketing education experience.
- (EMOT6) The marketing education I received was gratifying.

Attitudinal Response: 7-point Semantic Differential scale

- (ATT1) Unfavorable/Favorable
- (ATT2) Bad/Good
- (ATT3) Unpleasant/Pleasant
- (ATT4) Negative/Positive

Intentions: 7-point Semantic Differential scale

- (INTENT1) Would not seek out/Would seek out
- (INTENT2) Not very likely/Very likely
- (INTENT3) Improbable/Probable
- (INTENT4) Would not consider/Would consider
- (INTENT5) Unwilling/Willing

Image: 7-point Semantic Differential scale

- (IMAGE1) Not credible/Credible
- (IMAGE2) Not prestigious/Prestigious
- (IMAGE3) Disreputable/Reputable
- (IMAGE4) Irresponsible/Responsible
- (IMAGE5) Not trustworthy/Trustworthy
- (IMAGE6) Low quality/High quality
- (IMAGE7) Unreliable/Reliable

Study 2

Shared Responsibility (7-point Likert-type scale: 1 = *strongly disagree* to 7 = *strongly agree*)

(continued)

Appendix (continued)

- (SR1) Because of the important role that I and the professor played in the delivery of my education, I feel as though we worked together as equals to make this learning experience a success.
- (SR2) I sensed a certain amount of accountability for the professor and me to make this learning experience end successfully.
- (SR3) The professor and I relied on each other to make this learning experience a success.
- (SR4) The professor and I were both responsible for the educational outcome of this class.
- (SR5) The professor and I were both in control of the educational results in this class.

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