
This article explores student and faculty out-of-class communication (OCC) and how this affects immediacy, trust, and student motivation. The research questions are: 1) “what is the nature of OCC in terms of frequency, length, content, and student satisfaction?”, 2) “are student perceptions of instructor verbal and nonverbal immediacy positively correlated to OCC?”, 3) “are student perceptions of instructor trust positively correlated to OCC?”, and 4) “what is the relationship between student motivation in the course and OCC?” (p. 42) Two hundred seventy four students at two universities participated in the study. Measures of verbal and nonverbal immediacy, trust, student motivation, and frequency, length, content, and satisfaction with the OCC were measured using survey methods. The authors found that the frequency of informal OCC contact related to immediacy, trust, and student motivation. The limitations of this study include the possibility that the sheer number of items (over 60) may have caused respondent fatigue. Also, the fact that the items were retrospective (students were asked to respond based upon the class they had prior to the one in which the survey was taken) may be a limitation. This is interesting due to the differentiation between formal and informal OCC contact and the way in which that relates to immediacy and motivation.

For your annotations, you will also need to explain how the article supports your learning segment.