

Teacher-Student Interactions: How Do Words Help?

Observational data analyzed and codes emerged (Drost & Wirth, 2013, 2014) regarding teacher interactions with students and teacher interactions were assigned as:

- Managerial
- Specific Feedback
- Non-specific Feedback

Teacher interaction with the intent of *managing* behavior, rules, routines, and class or activity organization.

- “Go over there to MS’s side”
- “You gotta get two touches. Don’t send it back over”
- “Go again”
- “3 to 2”

Teacher interaction designed to give student(s) prescriptive and/or congruent *information* on performance (may be through physical demonstration)

- ”Hey it’s a soft touch, not a slap”
- ”Hey it’s a push MS, a push, not a slap, a push”
- “Good, that’s right, just don’t let [your hand] go too far up”
- “Hey, not a bad kick FS, that’s a good kick”

Teacher interaction that delivers a positive or negative remark to some *unspecified* student action

- “Not bad”
- “Good MS”
- “Good FS, good FS”
- “Hey you’re doing good”

Universal feedback definition – information about a product or person’s performance of a task...used as a basis for improvement

Educational feedback definition (or teacher feedback)

- Used to describe all kinds of comments made after the task or demonstration of learning – includes advice, praise, and evaluation
- Helps learners to maximize their potential at different stages of training, raises their awareness of strengths and areas for improvement, and identifies actions to be taken to improve performance

Hattie (2008), after decades of feedback research, stated that feedback (that which is focused on performance) was *among the most powerful influences on achievement*.

- From a current study
- Development of instrument to observe/classify feedback

Recommendations

- Low skilled - information early and frequent

- High skilled – information frequency not as important
- Elementary – general no effect
- Elementary – information improves achievement
- Middle – general for low skilled/less complex task, not for high skilled
- Middle – information limited – take as negative/criticism
- Fits with theory

Closing Comments

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