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AN INTERPERSONAL PERSPECTIVE ON TEACHING

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Perspectives on teaching


- Subject matter
 - Content correct, which concepts, etc.
- Methods / learning activities
 - Which learning activities stimulated
- Moral
 - Which values communicated?
-
- Interpersonal
 - Consequences of teacher behaviour for teacher-student relationships

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An interpersonal perspective

- A system's approach to communication
 - Developed in the context of family therapy

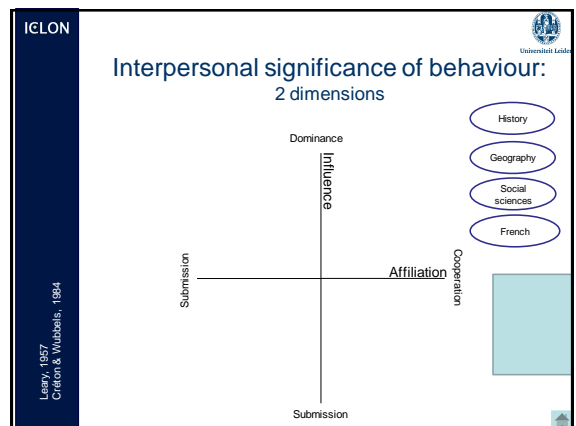
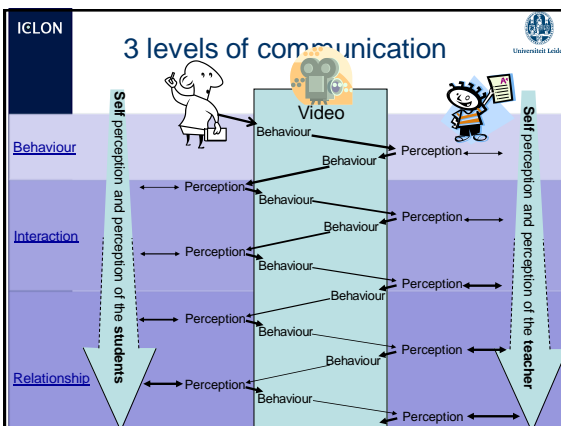
Watzlawick, Beavin & Jackson (1967)

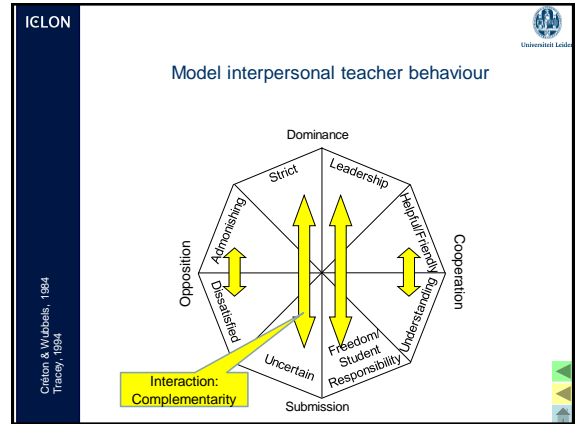
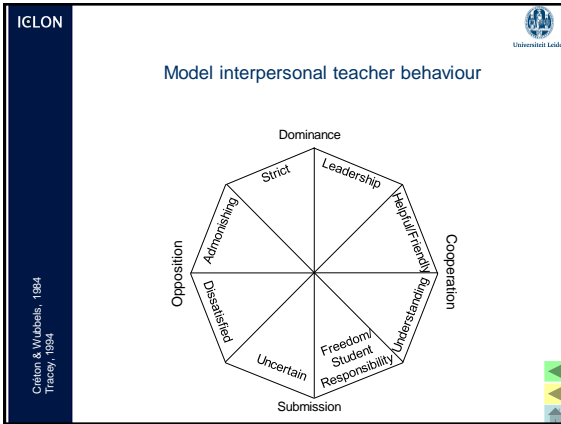
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Social system

- Coherent, stable complex of relationships
- Resistent to change
 - Feedback mechanisms
- Positions/roles can differ per system
 - Simon: Family, class, soccer team
 - Students
 - Same class, Different teachers, Different behaviour
 - Different behaviour in and outside the group

Watzlawick, Beavin & Jackson (1967)





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- Relationships:
Interpersonal styles
- Instrument
 - Questionnaire on Teacher Interaction
 - [Long version](#)
 - [Short version](#)
- Créton & Wubbels, 1984
Brekelman, 1989
Wubbels, den Broek, Brekelmans & van Tartwijk, 2006

- ICLON
- Development social system
- Three levels
 - From behaviour
 - Content
 - Relationship message
 - To Interaction
 - Exchanging relationship messages through behaviour
 - Mutual influence of behaviour
 - Negotiating about position in the system
 - To relations
 - After a while
 - Patterns: circular processes in the exchange of relationship messages
 - Patterns guide behaviour
 - Resistant to change

- ICLON
- Development of the class as a social system
- Phase 1: Honeymoon
 - Teacher
 - Presents him or herself
 - Students
 - Wait and see
 - Develop 'hypotheses' about [type of interpersonal style](#)
 - Phase 2: Negotiation
 - Students
 - Try the teacher:
 - Is the hypothesis correct: how far can we go?
 - Teacher
 - React:
 - Provide information for conforming or adjusting hypothesis
 - Phase 3: Stability
 - Teacher and Students
 - Clear perception of the relationship
 - Perception determines behaviour: circular patterns
- Baill, 1988

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RESULTS

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Relationships: Interpersonal styles

- Results
 - Classroom atmosphere
 - Typology
 - What do students and teachers want?
 - Ideal
 - Achievement and motivation
 - Development during the career
 - Activating teaching strategies

Wubbels, Creton & Holvast, 1988
Brekémeers, 1989
Wubbels, den Brok, Brekémans & van Tartwijk, 2006

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Typology

Brekémeers, 1989

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What do teachers and students want?

Wubbels, Brekémans, den Brok & van Tartwijk, 2006

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Achievement and motivation

Wubbels, Brekémans, den Brok & van Tartwijk, 2006

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Development during the career

Brekémeers, Wubbels & van Tartwijk, 2005

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Activating student behaviour

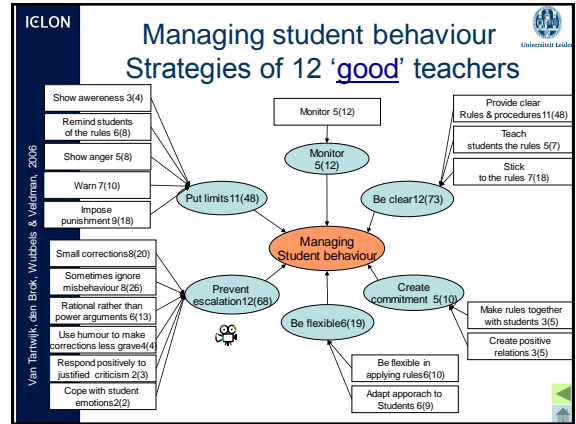
den Brok, 2001

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Interactions: Knowledge and strategies of expert teachers

- Interactions
 - Experienced teacher and novices
 - Video-vignettes
 - Strategies
 - [Managing student behaviour](#)

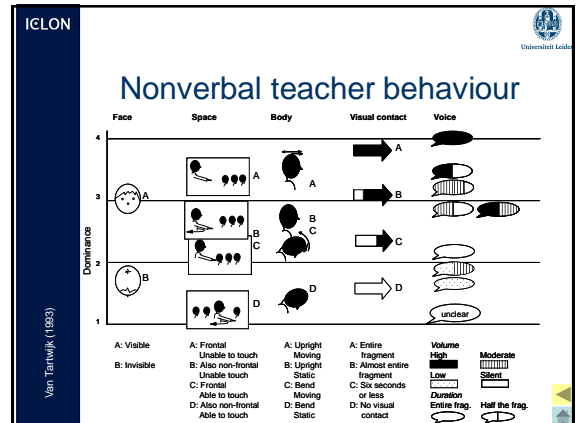
Berliner, 1984
Van Tartwijk, den Brok, Veldman, & Wubbels, submitted




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Behaviour

- Behaviour
 - [Teacher nonverbal behaviour](#)



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