

NAHIDA JAMAL

Faculty of M.A Education

2nd semester

Topic : -Interaction Analysis

Date :- 14/02/2022

Interaction



Interaction is defined as the learner's engagement with the course content, other learners, the instructor and the technological medium use in the course. True interactions with other learners, the instructor and the technology results in a **reciprocal exchange of information**. The exchange of information is intended to enhance knowledge development in the learning environment. Depending on the nature of the course content, the reciprocal exchange may be absent- such as in the case of paper printed content. **The ultimate goal of interaction is to increase understanding of the course content or mastery of the defined goals.**

(Thurmond,2003)

Download Now



Dimensions of interaction

communication

Co-ordination

Integration



Interaction Analysis

- ▶ It refers to a technique consisting of objective and systematic observation of the classroom events for the study of the teacher's behaviour and the process of interaction going inside the classroom.
- ▶ It is a process of encoding and decoding the study pattern of teaching and learning.

A typical system for interaction analysis will usually include,

1. A set of categories, each defined clearly
2. A procedure for observation and a set of ground rules
3. Steps for tabulating data in order to arrange a display
4. Suggestions which can be followed in some of the more common applications.

Classroom interaction analysis:

According to Dr. S.K. Thakur, classroom interaction analysis may be defined as “an instrument which is designed to record categories of verbal interaction during, or from, recorded teaching learning sessions. It is a technique for capturing qualitative and quantitative dimensions of teacher’s verbal behavior in the classroom.”

Flander's System of Interaction Analysis:

Flanders' system is an observational tool used to classify the verbal behavior of teachers, and pupils as they interact in the classroom

Basic theoretical assumptions of interaction analysis

- Predominance of verbal communication
- Higher reliability of verbal behaviour
- Consistency of verbal statements
- Teacher's influence
- Relation between student and teacher
- Relation between social climate and productivity
- Relation between classroom climate and learning
- Use of observational technique
- Role of feedback
- Expression through verbal statement

Flander's Interaction Analysis Categories (FIAC)

Teacher talk

1. Accepts feeling
2. Praises or encourages
3. Accepts or uses ideas of pupils
4. Asks questions
5. Lecturing
6. Giving directions
7. Criticising or justifying authority

Pupil talk

8. Pupil-talk response
9. Pupil-talk initiation

Silence

10. Silence or confusion

Procedure of Flander's Interaction Analysis:

There are two process

1. Encoding process
2. Decoding process

Encoding Process:

- Memorize the code number
- Place of sitting
- Recording the category number

Procedure of Flander's Interaction Analysis:

There are two process

1. Encoding process
2. Decoding process

Encoding Process:

- Memorize the code number
- Place of sitting
- Recording the category number

Ground rules to be observed in encoding process:

Rule 1:

When it is not certain in which of two or more categories a statement belongs, choose the category that is numerically farthest from the category 5.

Rule2: Not to shift into opposite classification

Rule3: An observer must not concern with his own biases or with the teacher's intent.

Decoding process:

- Tabulating a matrix:
- Interpreting the matrix:
 - ✓ The proportion of teacher talk, pupil talk, and silence or confusion
 - ✓ The ratio between indirect influence and direct influence
 - ✓ The ratio between positive reinforcement and negative reinforcement
 - ✓ Student's participation ratio
 - ✓ Steady state cell
 - ✓ Content cross cell
 - ✓ Constructive integration cells and vicious cells

Advantages of FIAC

Dr. M.B. Buch says, it is “ a bold step in the right direction to improve the quality of education.”

- Feedback to the teacher
- Observation technique for classroom behaviour
- Useful for theory of teaching
- Effective diagnostic tool to measure the social-emotional climate in the classroom