

## **Interaction with students in the classroom and outside**

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**“Caring teachers make use of their emotion and passion to inspire students! Caring teachers make good teachers and good teachers make good students!”**

**Edward Roy Krishnan**

Teaching is largely a communicational and human relational. An emphasis on the development of interpersonal skills is essential for preparation of teaching.

The traditional relationship between teacher and student is one that is essential to education. It is based on mutual trust and respect for one another. The role of the teacher has changed from the deliverer of instruction to an academic guide and creator of learning experiences. When a student and teacher have a well balanced relationship they are more likely to both benefit and learn from each other. From a teacher, students learn lessons both inside and outside the classroom.

From a student, the teacher learns different approaches in order for students with different learning abilities to comprehend lessons. They also learn to adapt to different development levels and allow students to find some things out for themselves rather than always lecturing.

It is admirable to become an excellent teacher .Most of the teachers view excellence solely as an index of outstanding performance. However the socio emotional health of a student is neglected. They hold misguided perceptions that academic achievement can be achieved in the absence of emotional well being of students. They don't have time in the classroom for this.

Educators who know that affective teaching leads to improved academic performance strive to translate this knowledge into practice. Once students feel safe and cared for they will automatically play their part to become achievers in subjects.

The role and functions of a teacher cannot be defined precisely and definite limits cannot be fixed .However the role functions may be grouped as Instructional Role, Faculty Roles, Individual roles.

As a faculty he/she may have to perform multiple roles as a teaching staff, member of various committees, a counselor, a representative of the profession and a public relations agent. In the individual role he/she is a family member, a citizen etc.

### **Strategies for improving classroom interactions**

- Make the class interactive
- Call on students constantly to answer questions
- Reassure students you will come back to them
- Find a student's strength
- Encourage shy students to speak:
- Listen actively to students during discussions
- Incorporate peer review
- Do a networking exercise
- Ask early for feedback from students

### **Ten Interaction Analyses**

Categories (FIAC) to describe the teaching and learning processes according to the classroom Language (**Flanders 1970 in Malamah-Tomas 1987**)

#### **Teachers talk**

1. **Accepts feeling:** Feelings may be positive or negative and their prediction and recalling are included.
2. **Praises or encourages:** This includes telling jokes, nodding head or using phrases like 'Go on'.
3. **Accepts or uses ideas of pupils:** The teacher clarifies or develops students' ideas.
4. **Asks questions:** Questions may be about content or procedure.
5. **Lectures:** Gives facts or opinions about content or procedure.
6. **Gives directions,** commands or orders.
7. **Criticizes or justifies authority:** E.g. statements intended to change pupils' behavior.

#### **Pupil talk**

1. **Response:** Teacher initiates interaction. Freedom to express own ideas is limited.
2. **Initiation:** Students express their own ideas, initiate a topic, etc.

3. **Silence or confusion:** Pauses, short periods of silence, confusion and incomprehension

**How to become caring Teachers:**

- Well - assimilated affective teaching skills
- Affective teaching
- Looks at a student as a person with immense potential limitless success
- Teacher accompanies the student in the quest for more knowledge and constructive experience
- A good feed back
- A good responder
- Creating a feeling of collective belongingness among students
- Reach out students with comforting words, actions and expectations
- Teach students to be compassionate
- Correct mistakes in a polite manner
- Capable of producing a significant change.

**Interaction of a teacher outside a classroom**

Research on student-faculty interactions out-of-classroom show several benefits. Those benefits included: assistance in designing career and educational objectives; increased job opportunities; assistance with coursework; and, personal development. (Steven Lohr 2004) diminish obstacles to communication, and in turn, encourage overall

Faculty-student out-of-class interaction could diminish obstacles encourage overall confidence and rates of Para-participation (Weaver a2005). Students who communicated with instructors outside of the classroom exhibited significantly higher achievement gain scores than Non-communicators. (Sizemore 2000)

It is important to note that students may be reluctant to seek out or interact with faculty beyond the classroom for a number of reasons. Students may be easily intimidated by faculty in general, and during the first out-of-class interaction they may have no frame of reference regarding social protocol in such a situation. In order to provide additional encouragement, some faculty make coming for a short visit during an office hour an early assignment in the course.

This often “breaks the ice” regarding future interactions. Of course, out-of-classroom interactions do offer a mixed blessing for faculty.

Conversations with students about the course or the discipline can be enriching both professionally and personally, but also can become extremely (or even prohibitively) time-intensive, especially for faculty with large numbers of students. Because student and teacher roles and expectations in these interactions are far less structured and more diverse they require careful attention in order to be successful

Outside- class contact often provides the vehicle for personal and extended interaction and such opportunities can lead to a more productive classroom process as well as enhanced learning. The **Mentors of** undergraduate students periodically meet with them in out-of-class contexts for the purpose of promoting their collegiate success.

### **Strategies for effective student-faculty interactions outside of class**

- Be clear about boundaries of time and space
- Be aware of your students’ individual learning preferences and your own teaching style
- Be mindful of professional and personal roles
- Students may not all want contact outside of class.
- Try to make the most of office hours.
- Recognize that interactions are part of your teaching.

### **Using Technology**

- Use technology to create opportunities for interaction.
- Social Media and Networking with precautions

The task of an excellent teacher is to stimulate apparently ordinary people to unusual effort.

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