



Theo Wubbels
Utrecht University

t.wubbels@uu.nl



Universiteit Utrecht



2019 Copyright © Ontheworldmap.com

NzA1904190010









Teacher-student relationships to facilitate learning

Theo Wubbels
Utrecht University

t.wubbels@uu.nl



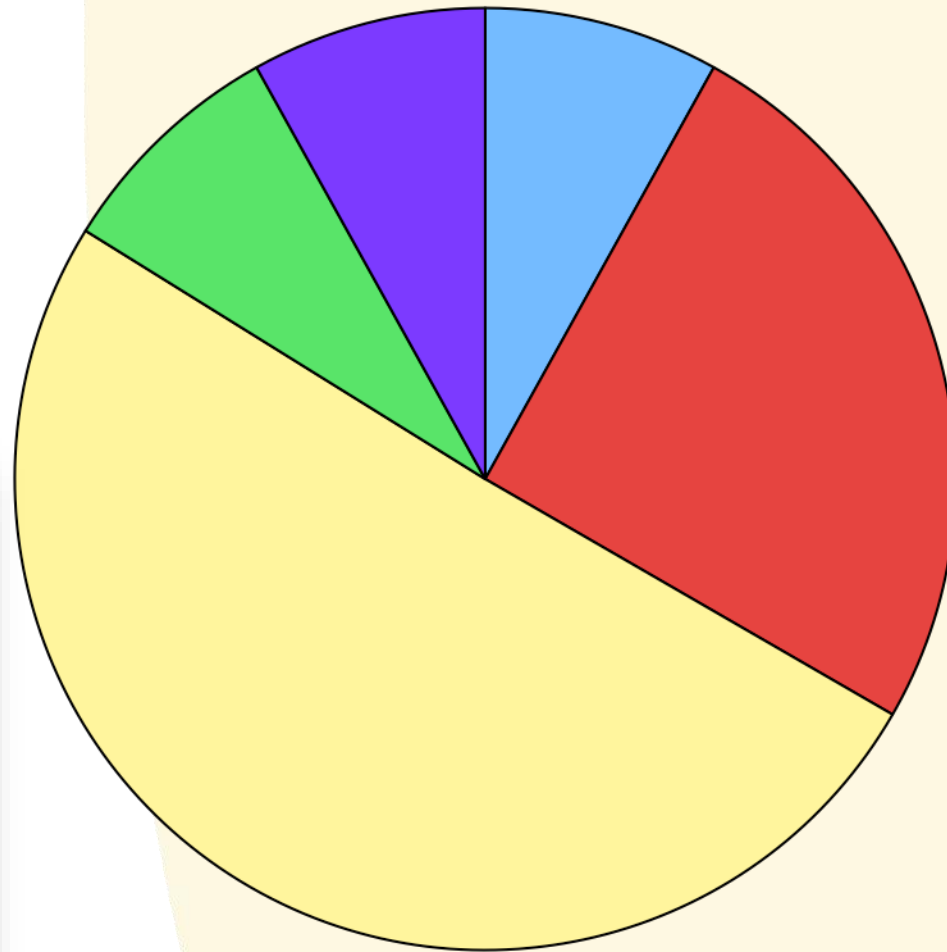
Universiteit Utrecht

Menu

- The importance of the teacher
- Interpersonal Circle
- Measurement relationship
- Measurement interactions
- Observing a lesson fragment
- Teacher Student Relationships and

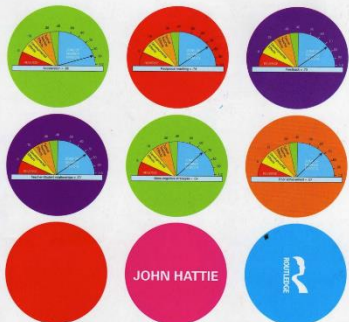


Explained variance student achievement



student

VISIBLE LEARNING
A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT

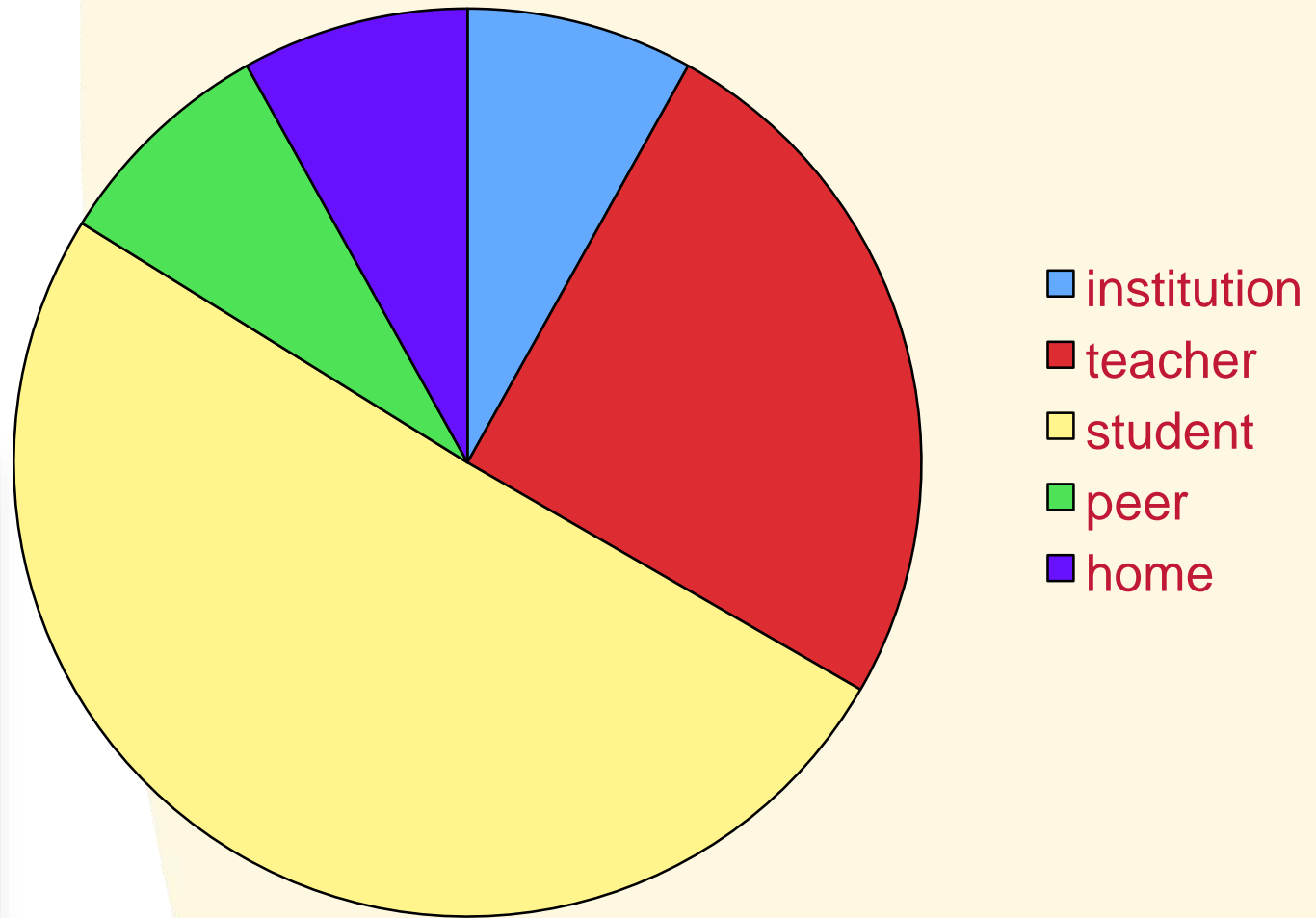


For to everyone who has, more shall be
given, and he will have an abundance; but
from the one who does not have, even
what he does have shall be taken away

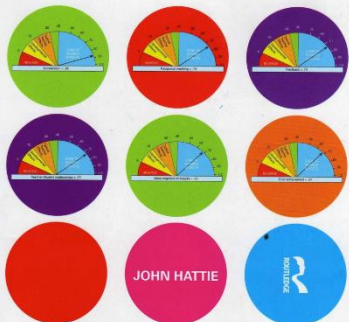
Matthew 25 : 29



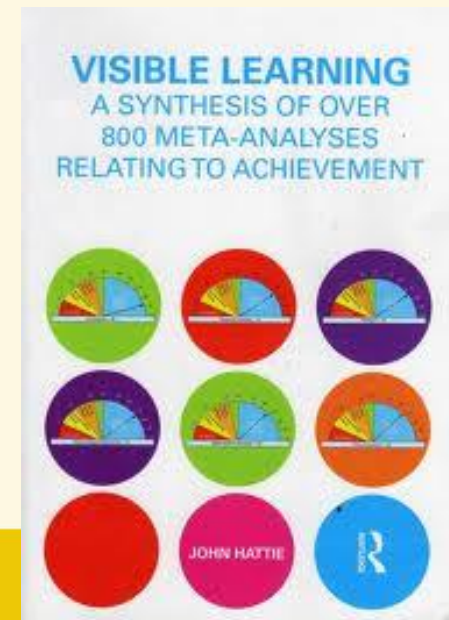
Explained variance student achievement



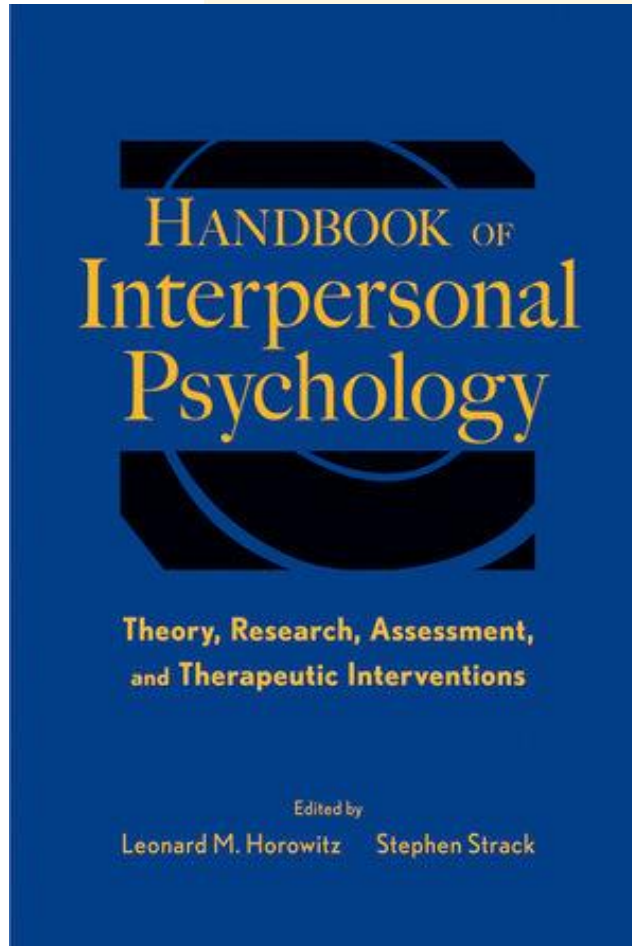
VISIBLE LEARNING
A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT



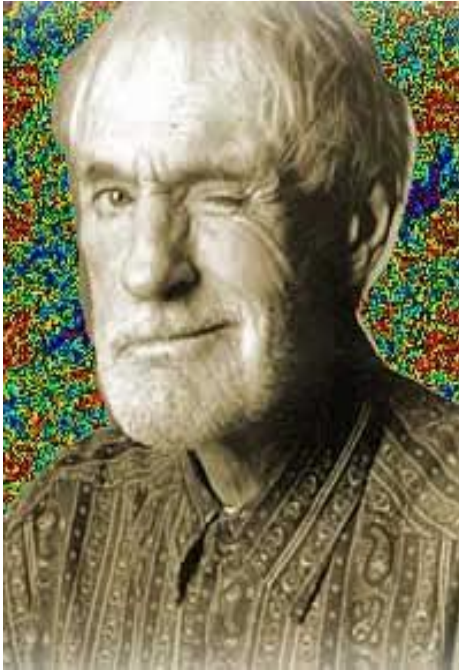
Rank	Influence	ES
1	Self-reported grades	1.44
2	Piagetian programs	1.28
3	Providing formative evaluation to teachers	.90
4	Microteaching in TE	.88
5	Acceleration for gifted	.88
6	Classroom behaviour	.80
7	Comprehensive interventions for learning disabled students	.77
8	Teacher clarity	.75
9	Reciprocal teaching	.74
10	Feedback	.73
11	Teacher-student relationships	.72



Teacher-Student Relationships



Interpersonal theory - origin



Interpersonal Diagnosis
of
Personality

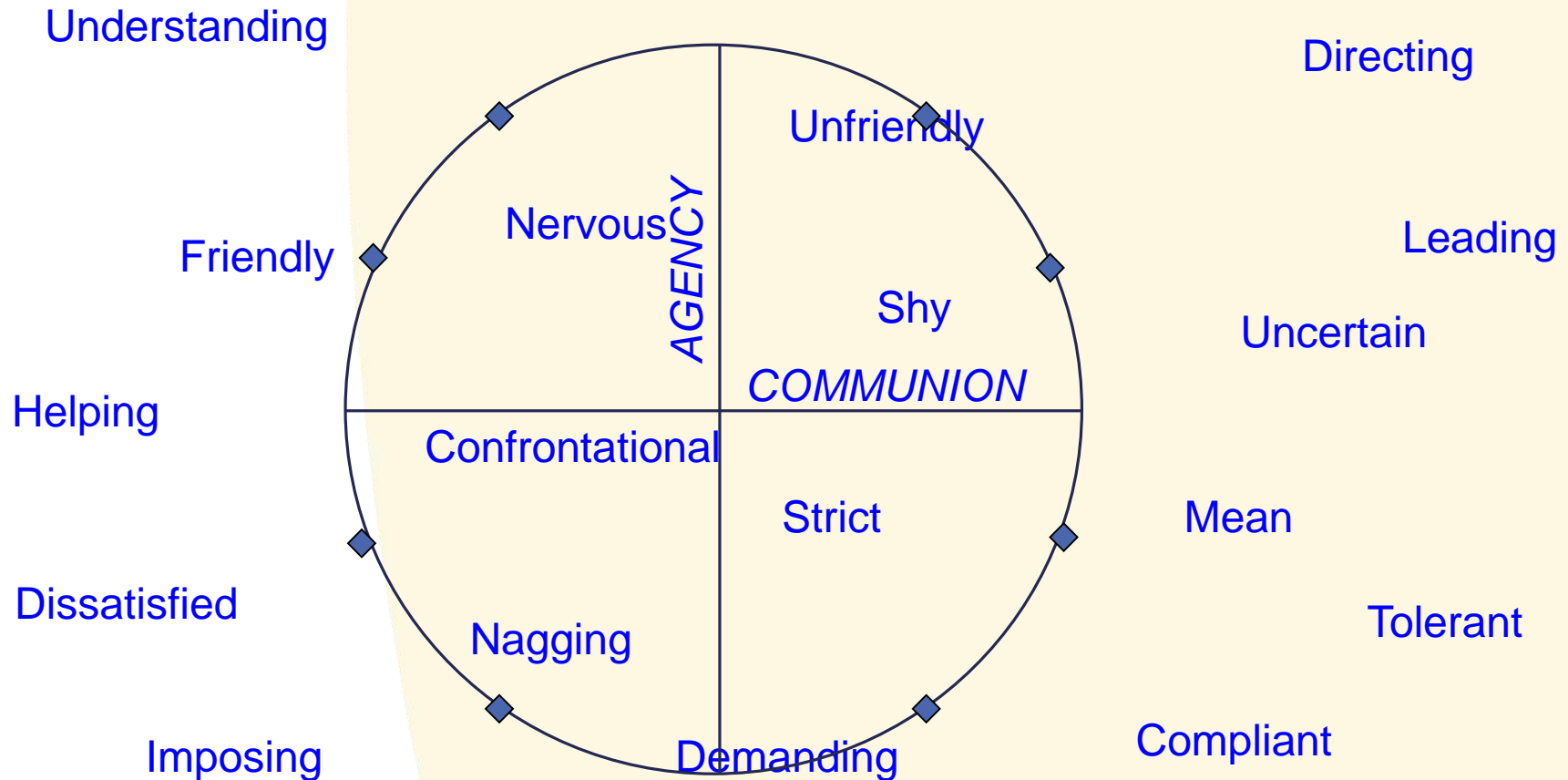
*A Functional Theory and
Methodology for
Personality Evaluation*

1957 – Leary

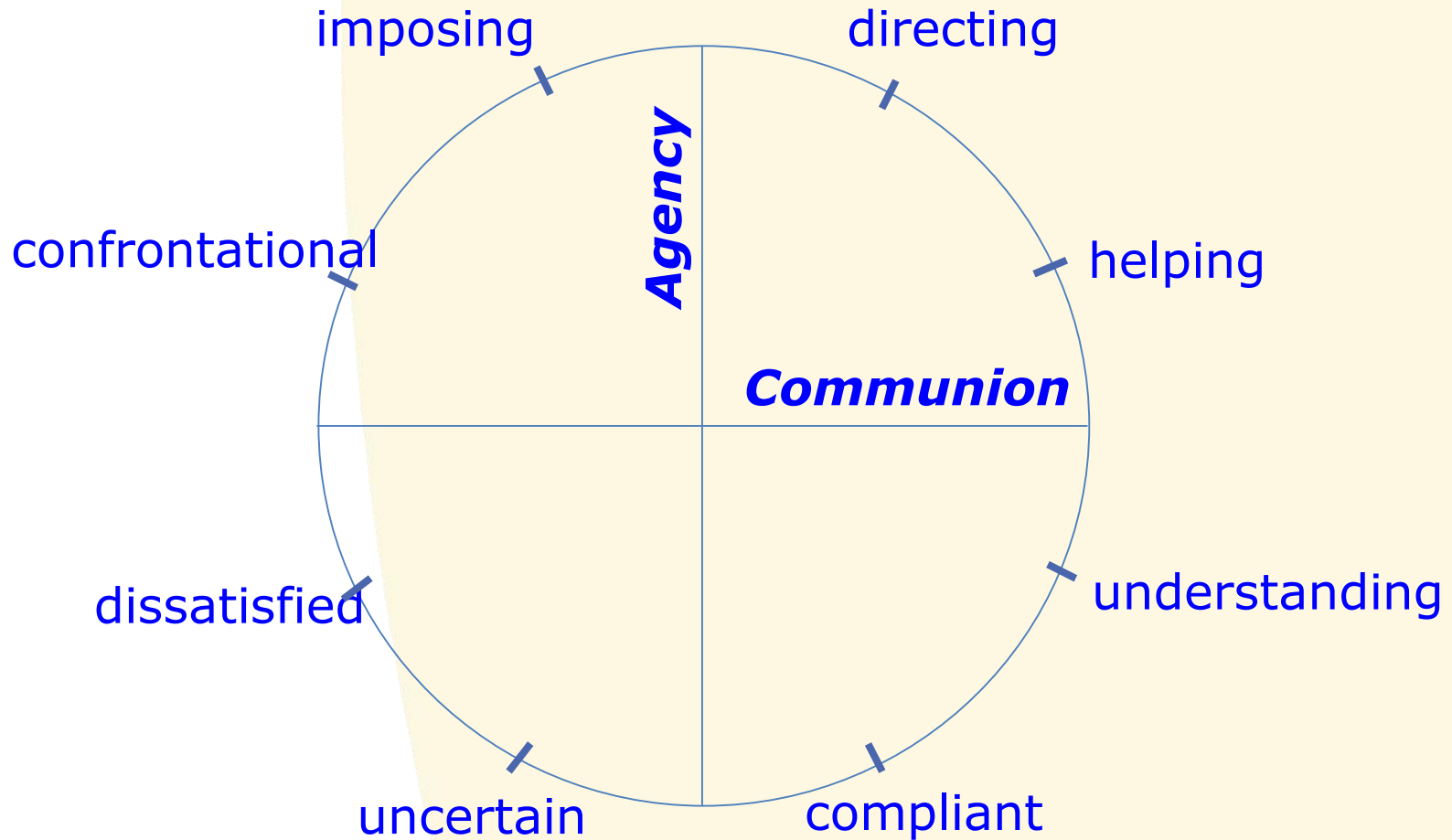
Two dimensions in communication
hostility-affection
dominance-submission



Teacher interpersonal circle



Teacher interpersonal circle



Wubbels et al., 2006



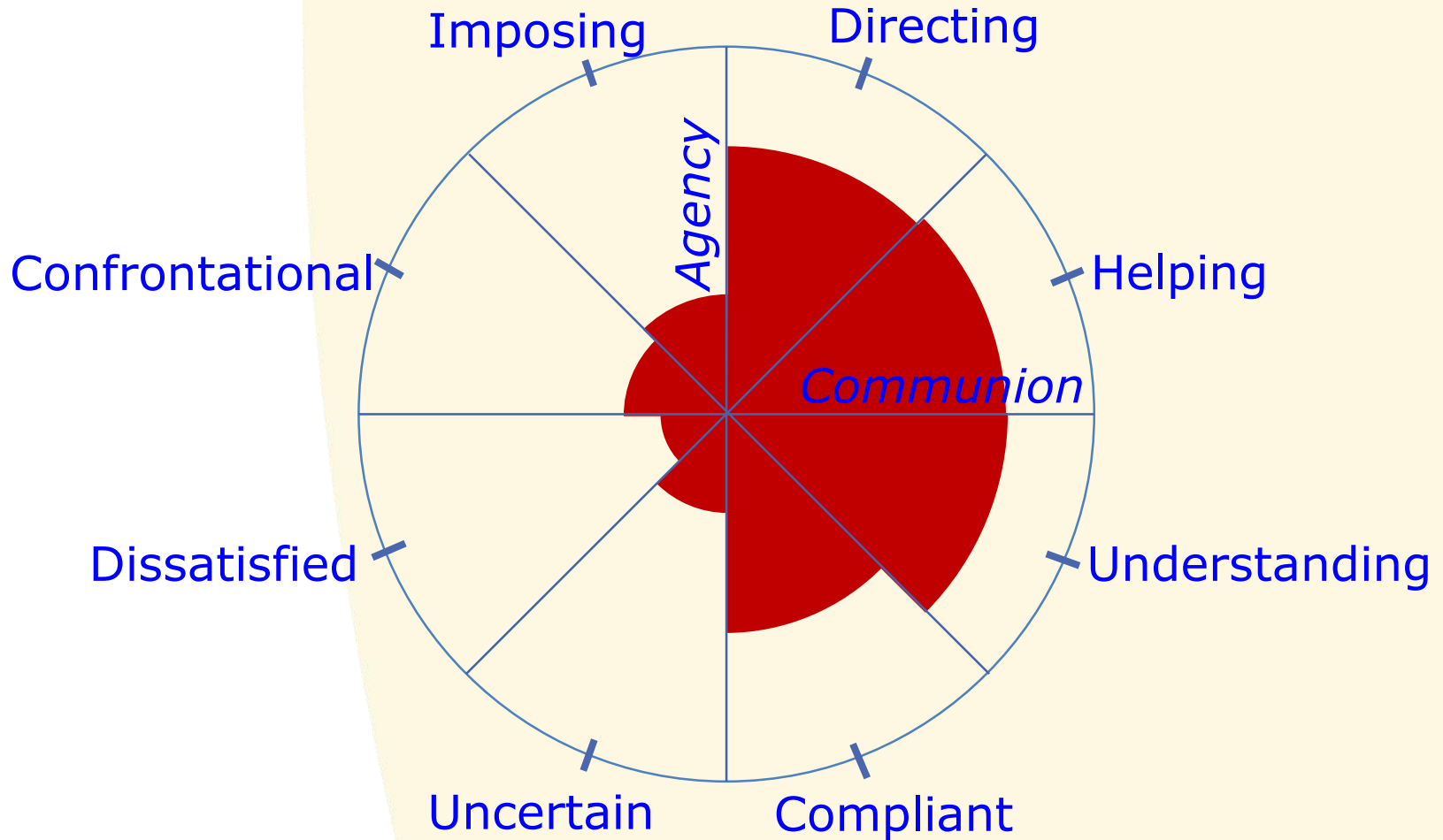
The Questionnaire on Teacher Interaction QTI

- ◆ 24-77 questions; 6-10 per sector
- ◆ forty languages

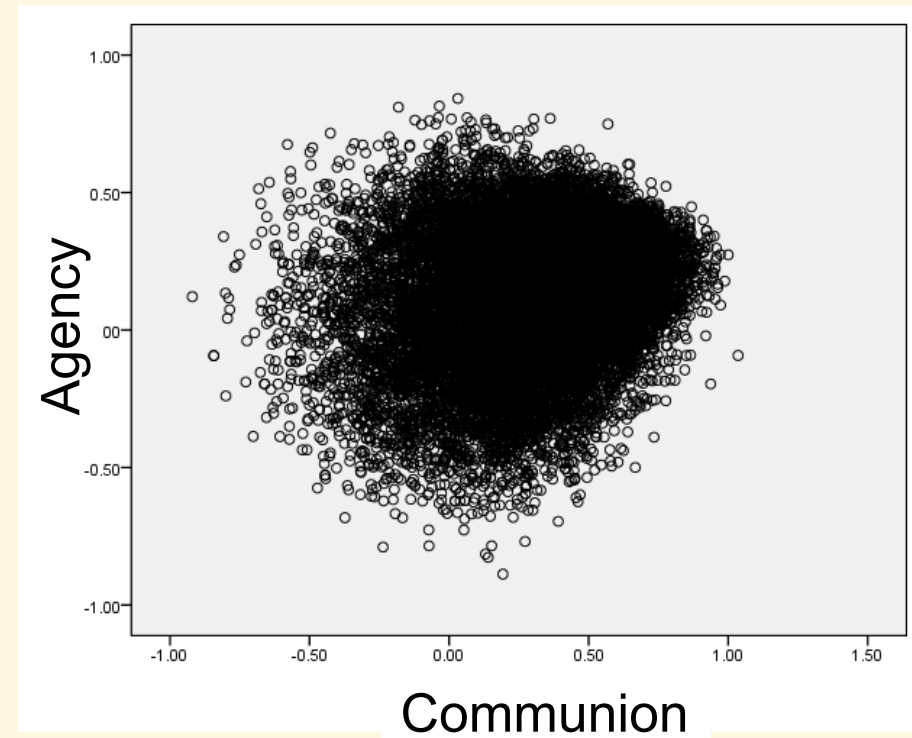
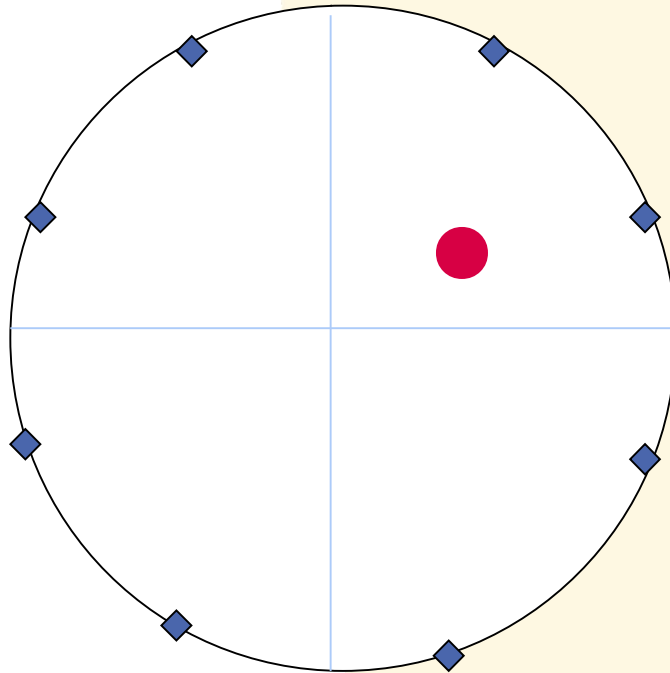
Scale	Item (Chinese)	Item (literal English translation)
	这位老师.....	This teacher...
1-统领 1-Directing (5 items)	.....有威信。	...is prestigious.
	.....对课堂上的一切了如指掌。	...knows everything that goes on in the classroom.
	.....对学生的领导力强。	...shows good leadership with students.
	.....掌控学生课上的各种行为。	...controls students' behaviour in class.
	.....掌控学生何时能够讲话。	...controls when students can speak.



Example teacher profile



Interpersonal Profiles

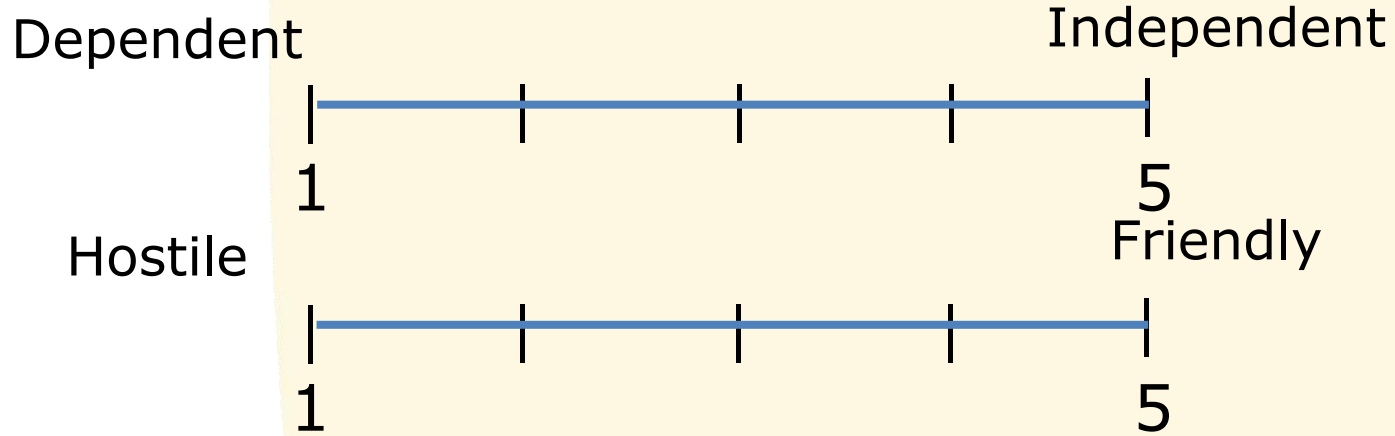


Two communication units

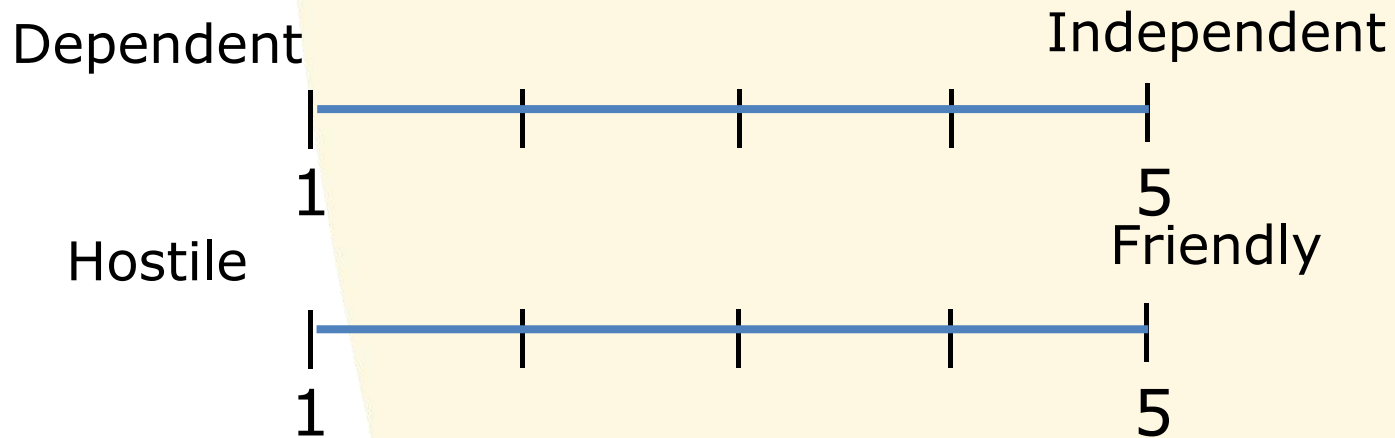
- General relation: QTI
- Interaction messages: Ratings



Teacher

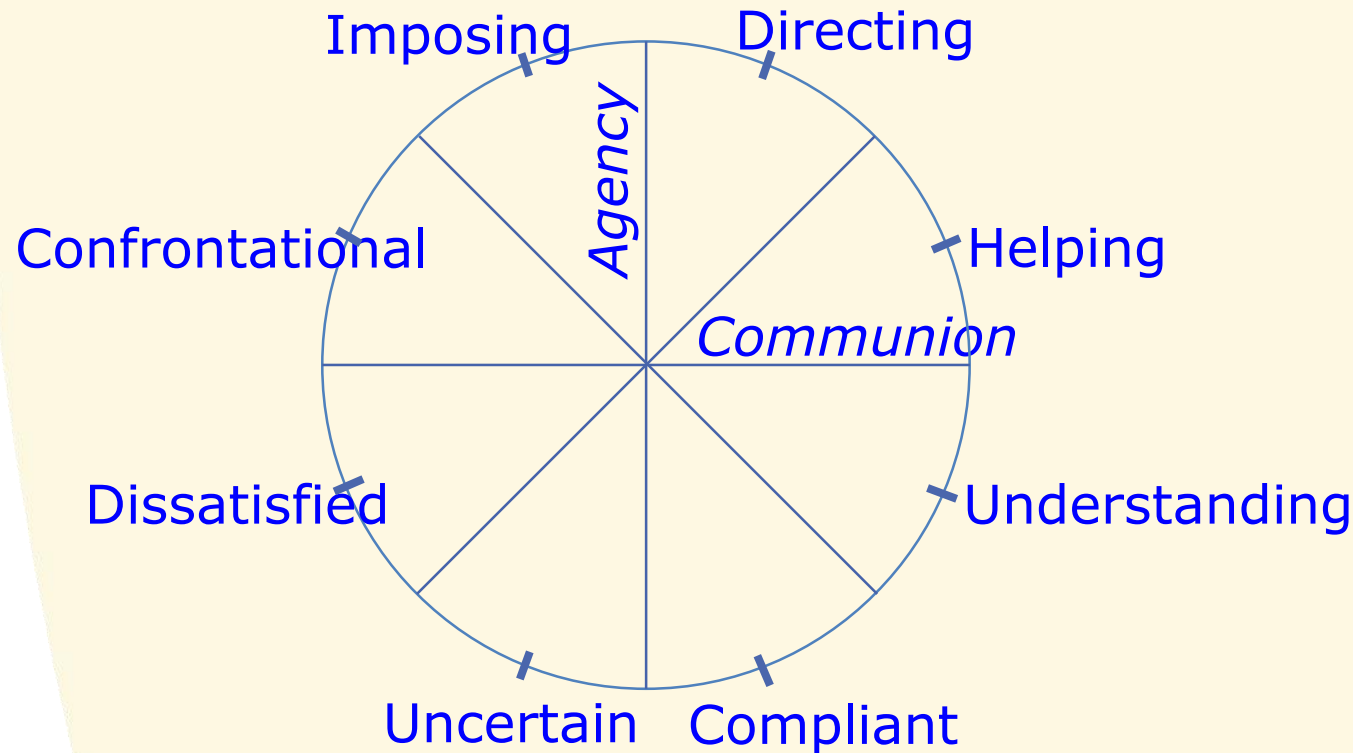


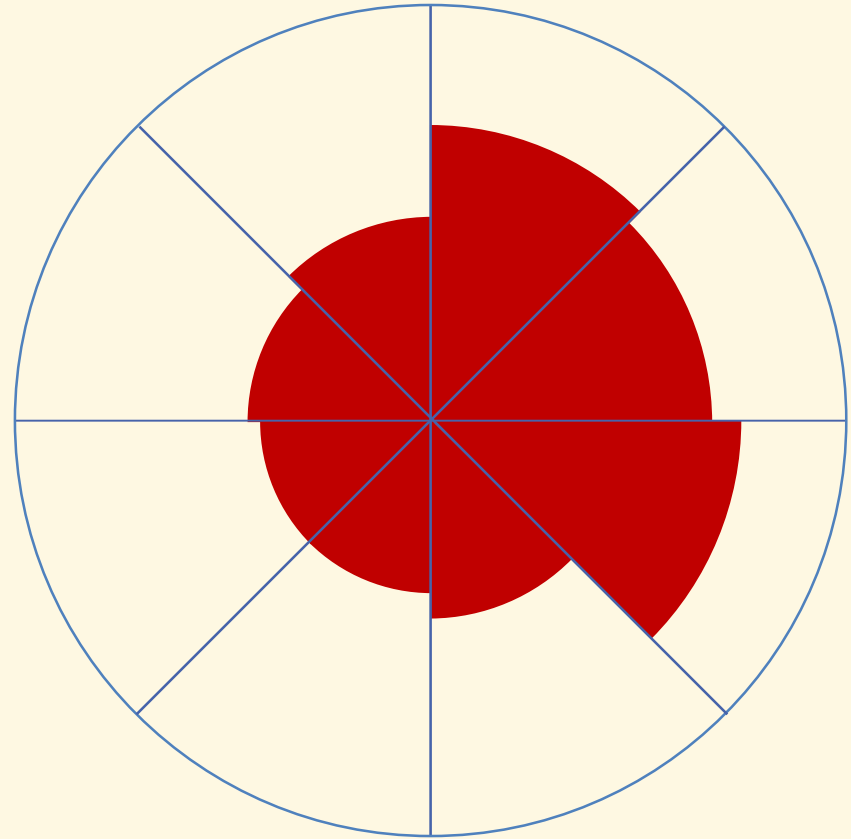
Class



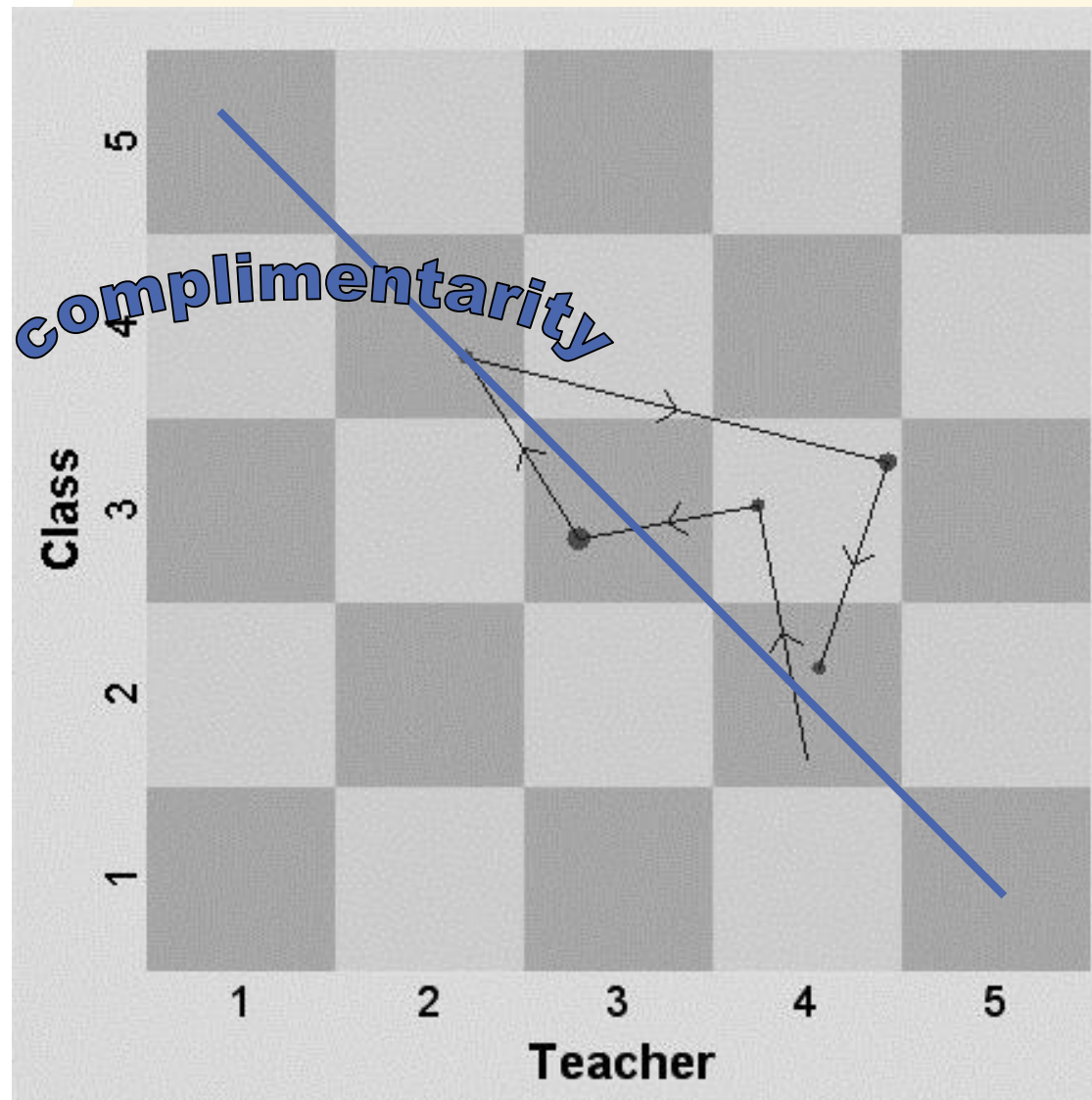
Observing momentary behaviour

Describe as many teacher behaviours as possible in terms of agency and communion or the 8 types of behaviour

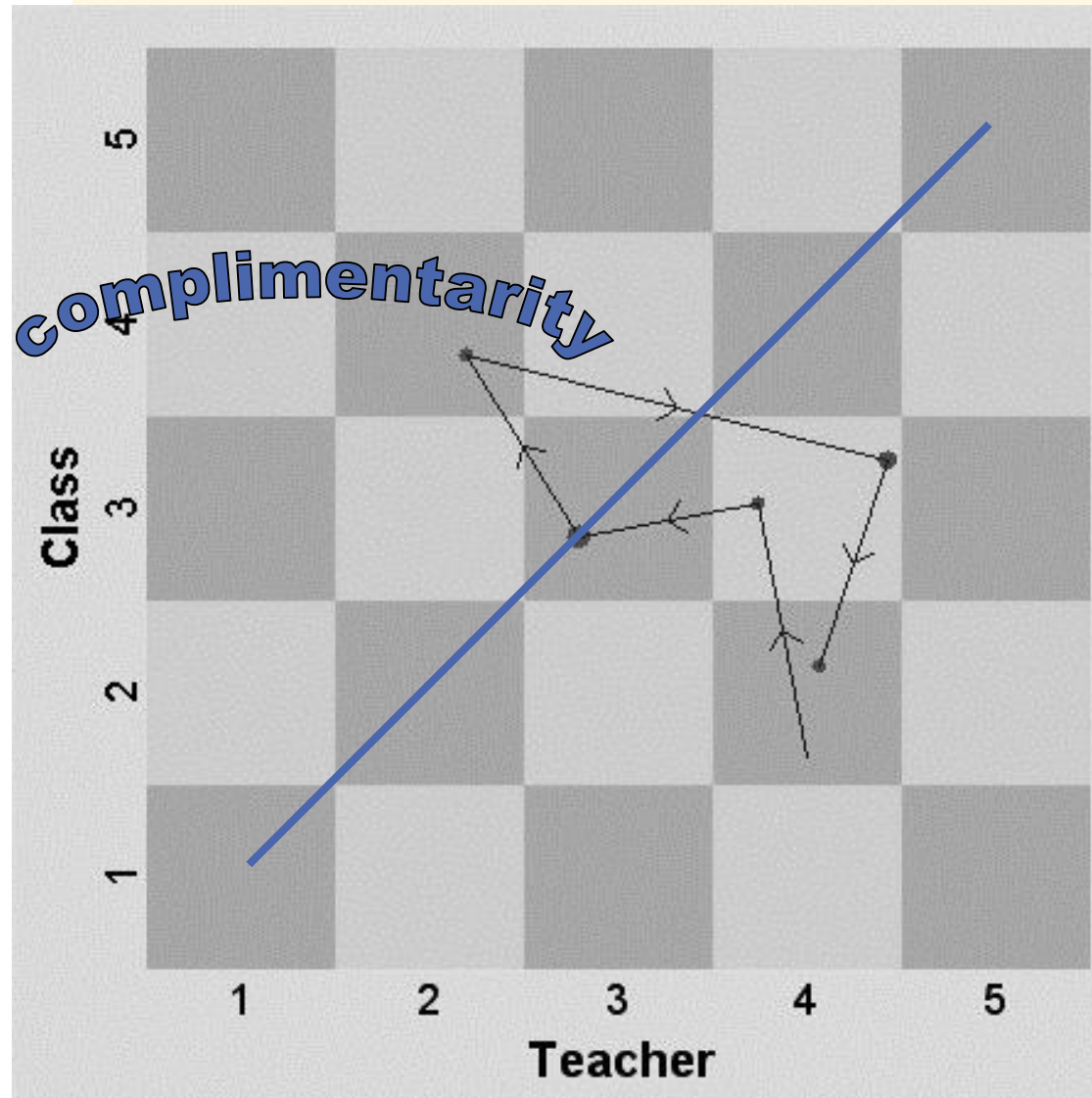




Agency



Communion



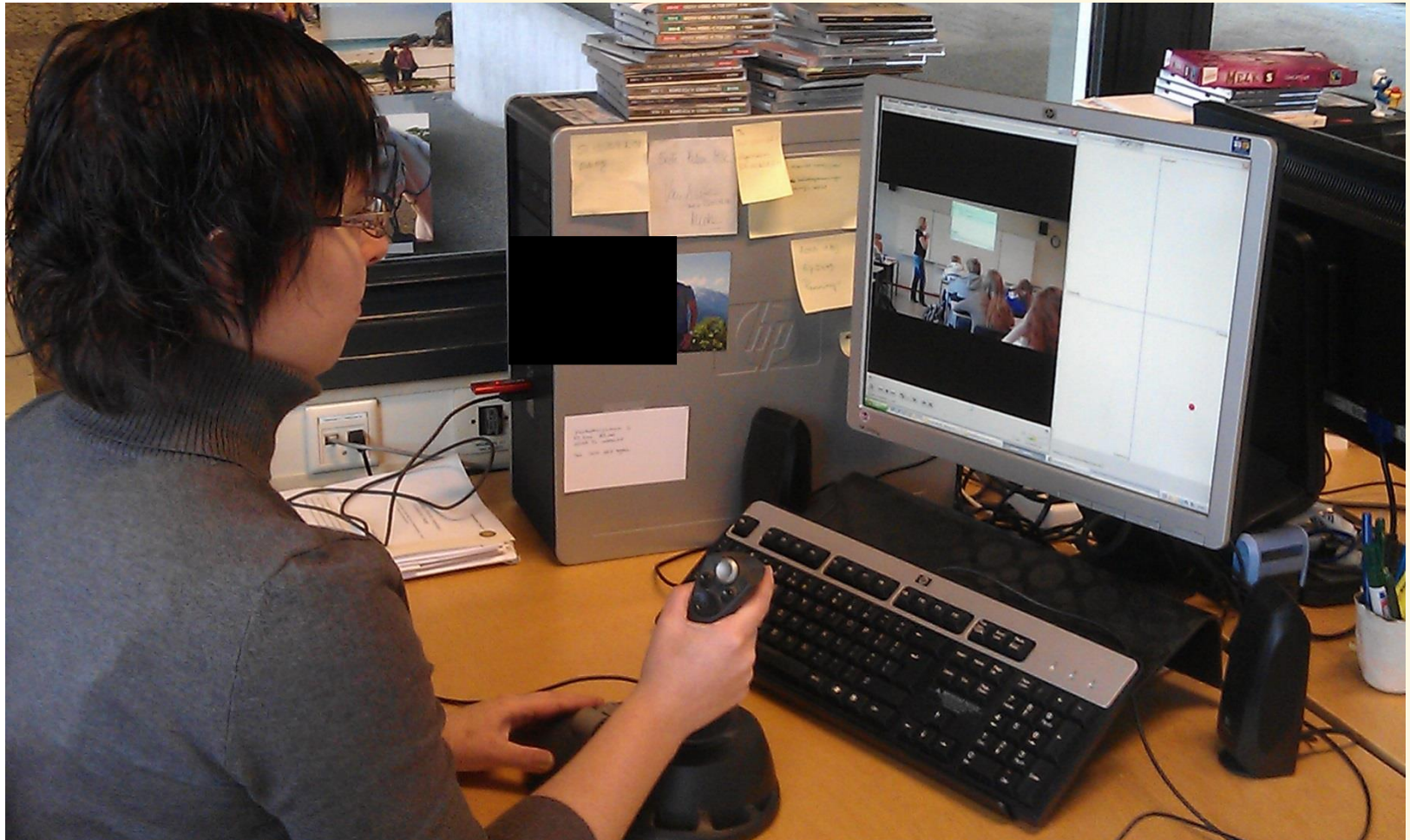
Choice of topics

- Who is following whom?
- Relationships and outcomes
- Profile types (best, worst, average)
- Development across the career
- Relationship and non-verbal behaviour
- Self, ideal and student perception
- Activating teaching and relationships
- Build and destroy relationships

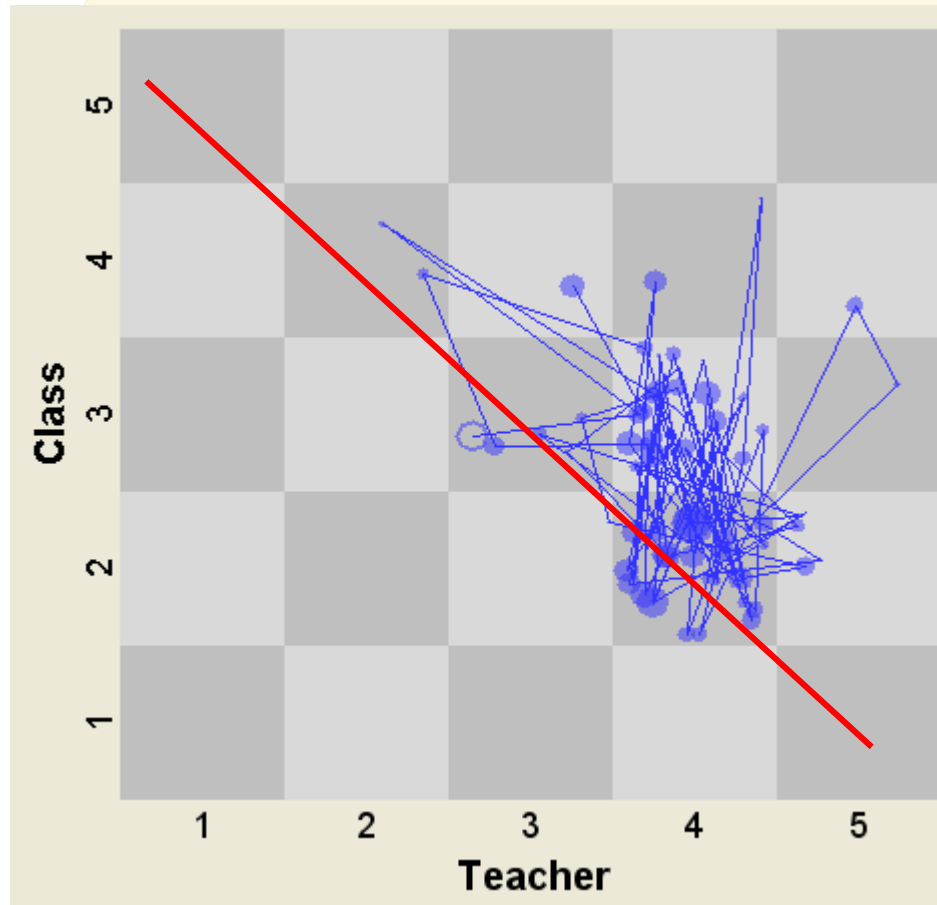


Joystick procedure

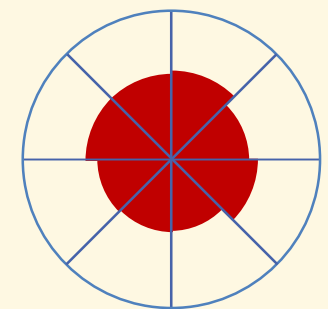
Joint scoring of both dimensions



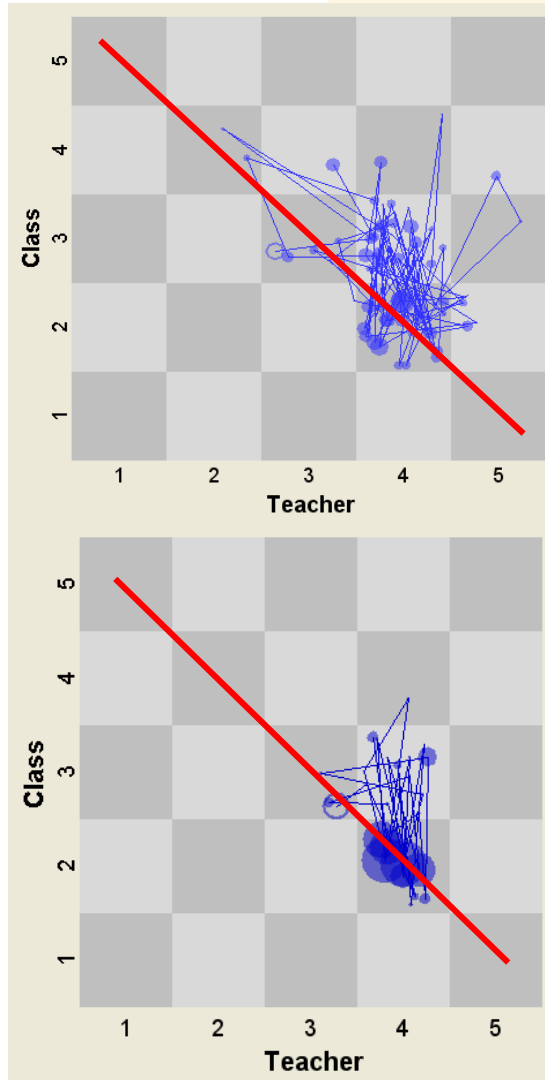
Agency



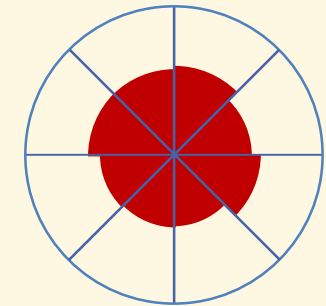
Struggling teacher



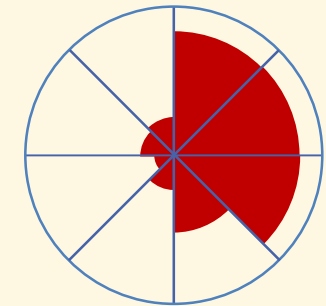
Agency



Struggling teacher

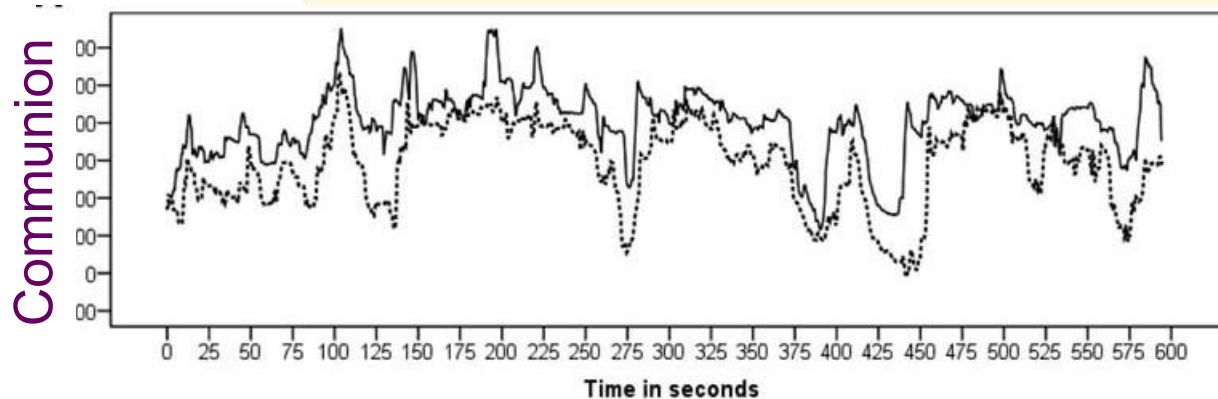
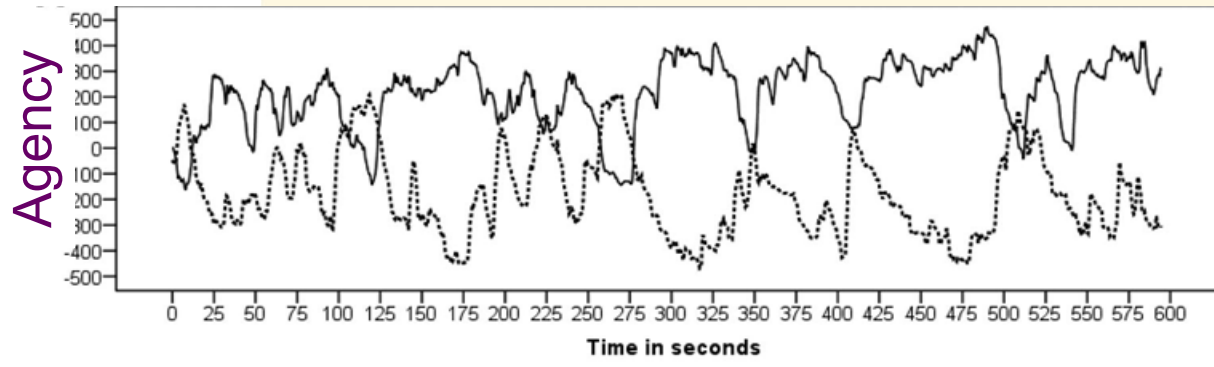


Tolerant and Authoritative teacher



Interpersonal behavior during lessons

Time-series Analysis - Complementarity



Who is following whom?

	average	"ideal" teacher
Teacher on both agency and communion		
Students on both agency and communion		
Teacher only agency		
Teacher only communion		



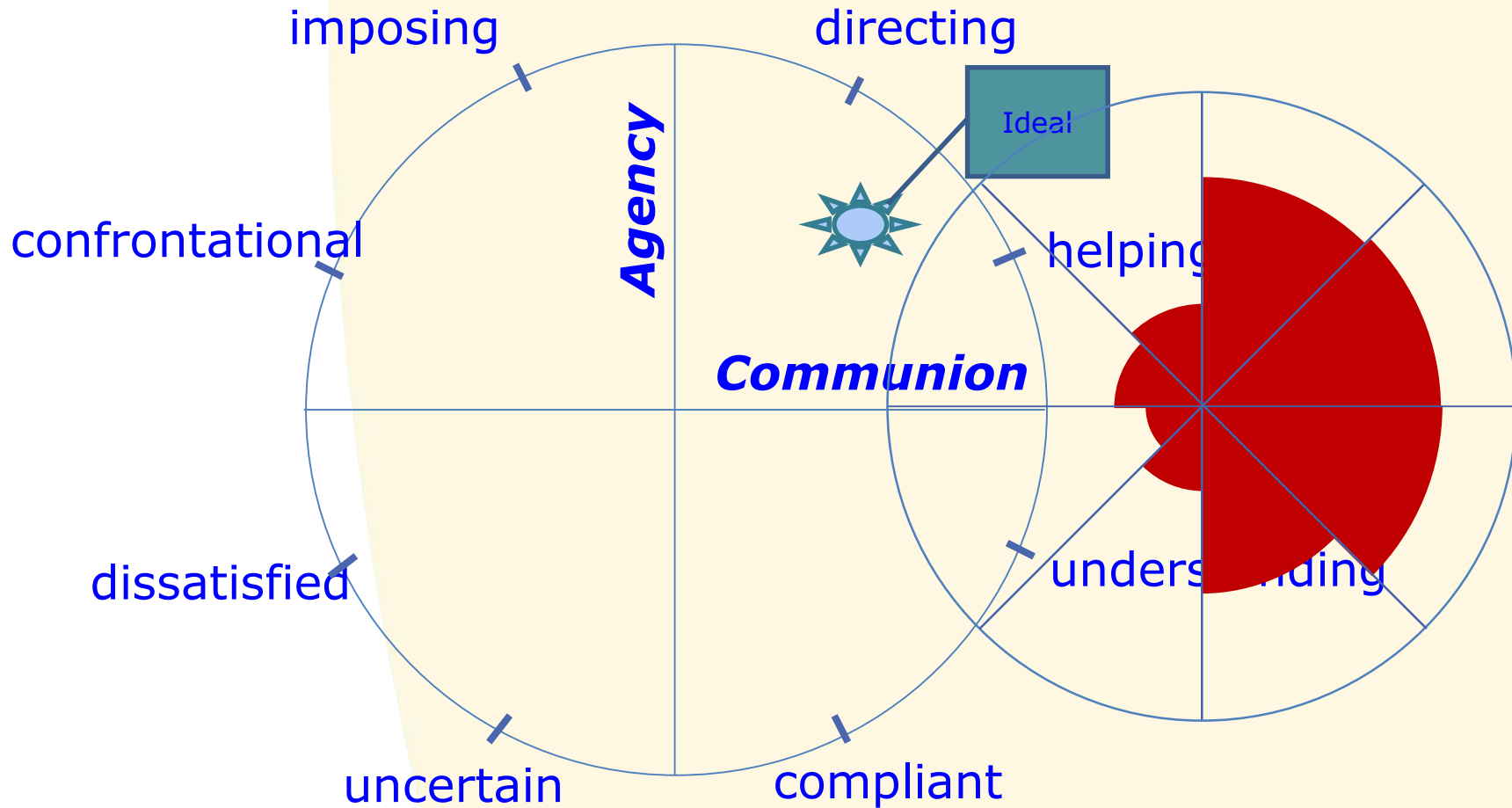
Who is following whom?

	average	"ideal" teacher
Teacher on both agency and communion	20%	
Students on both agency and communion	26%	
Teacher only agency	20%	
Teacher only communion	34%	
Teacher on agency	40%	50%
Teacher on communion	54%	50%

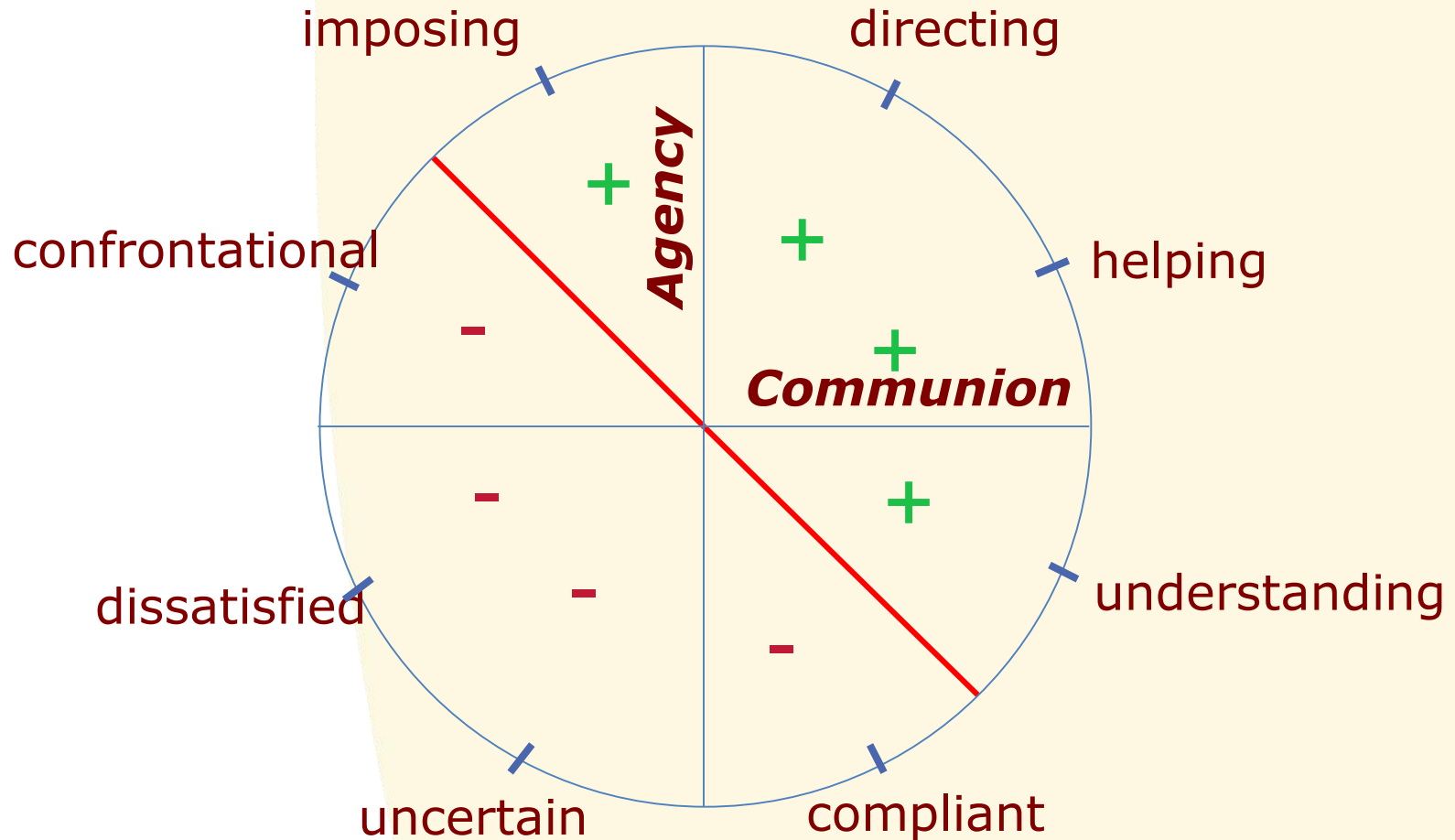


Teacher Expertise

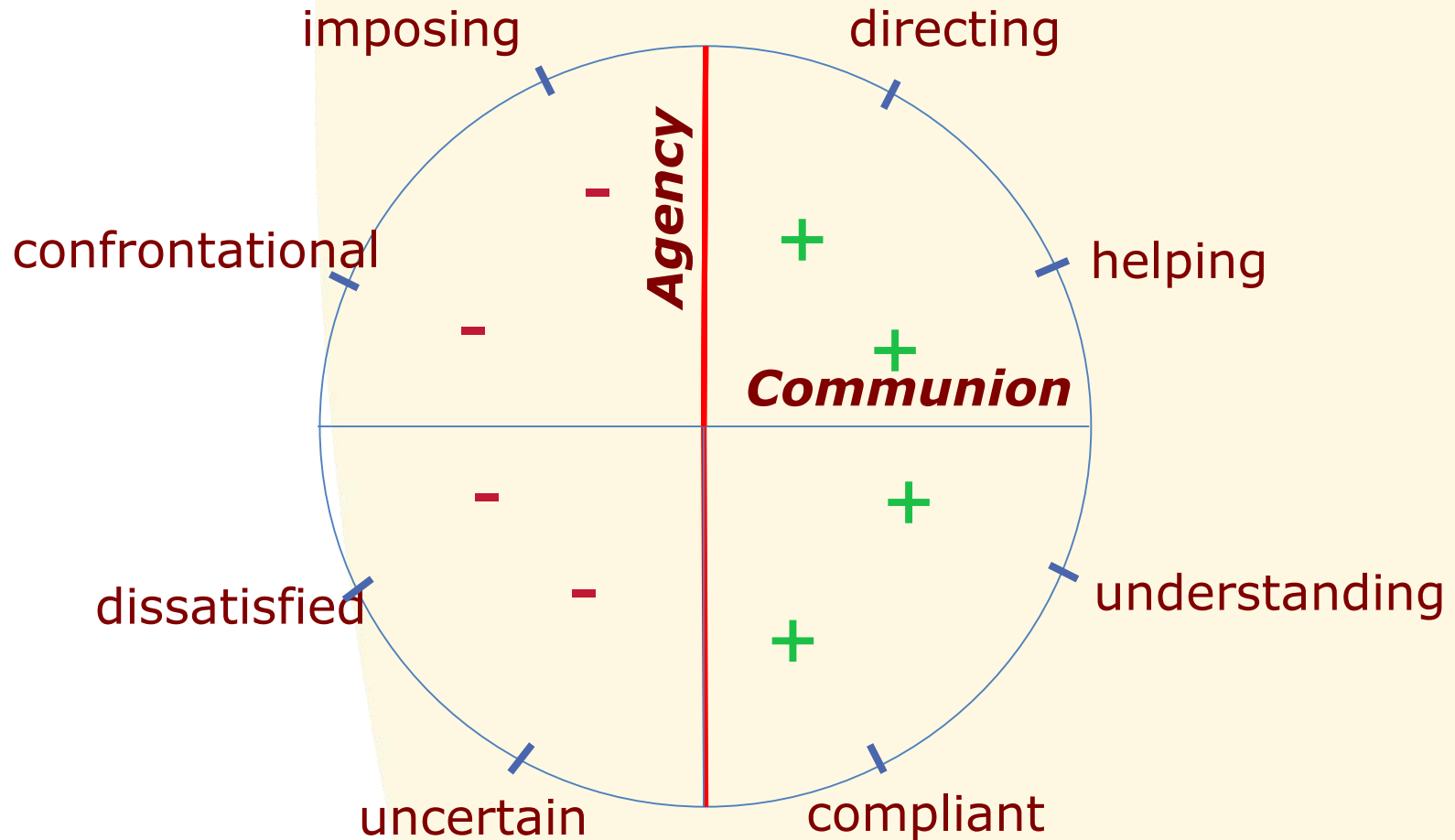
~~Teacher~~
~~Expertise~~
Student preferences



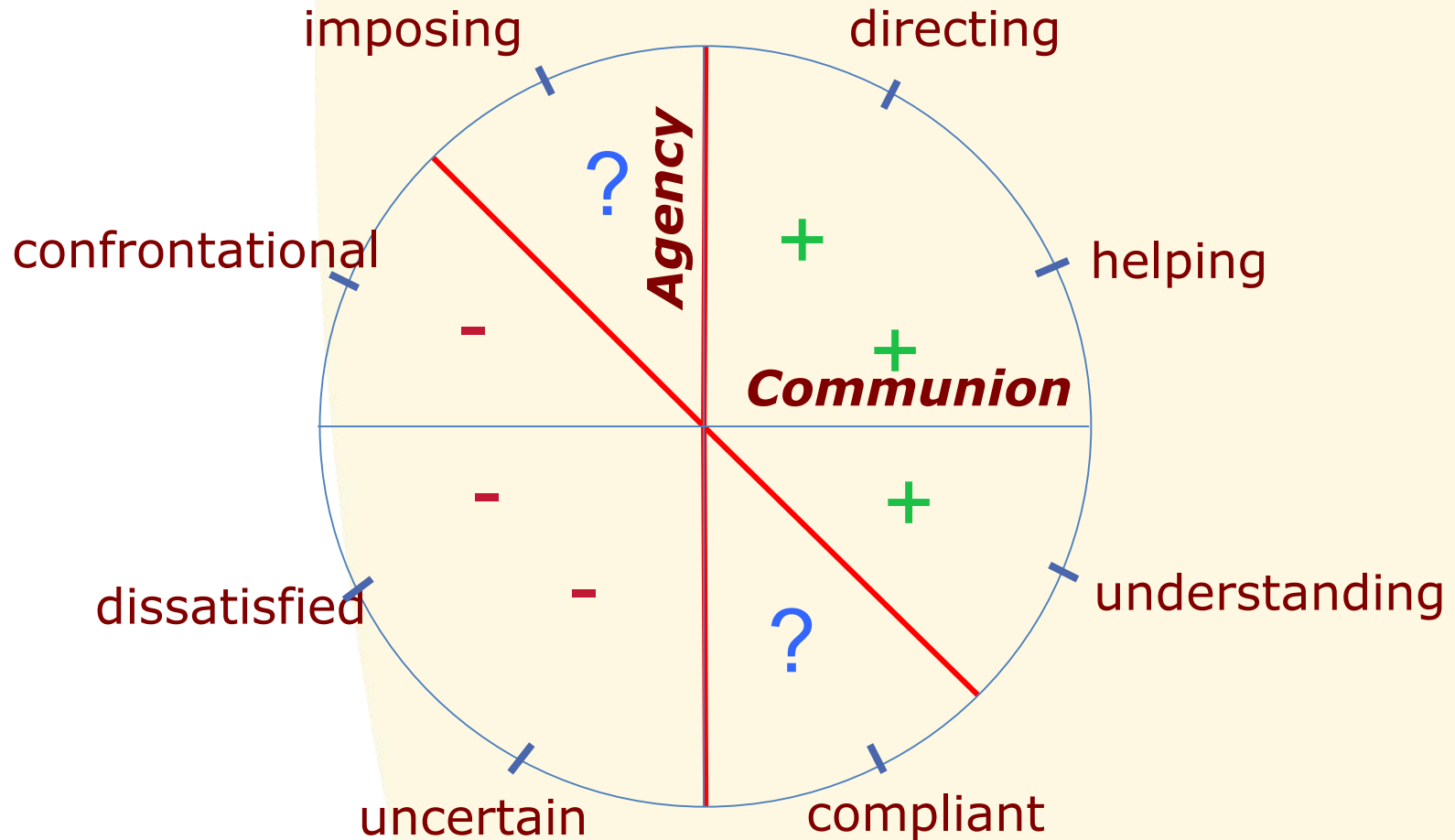
Cognitive outcomes



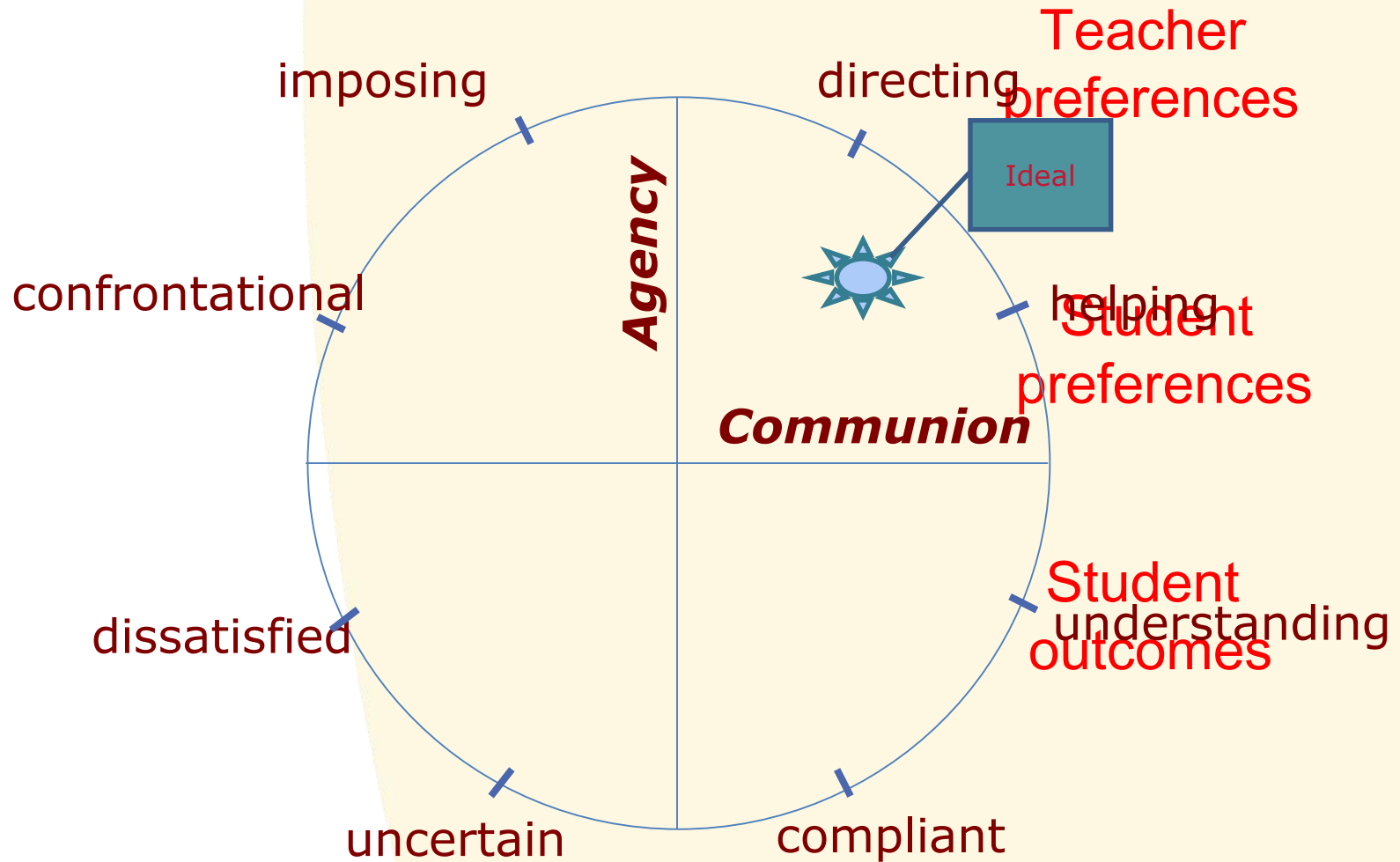
Affective outcomes



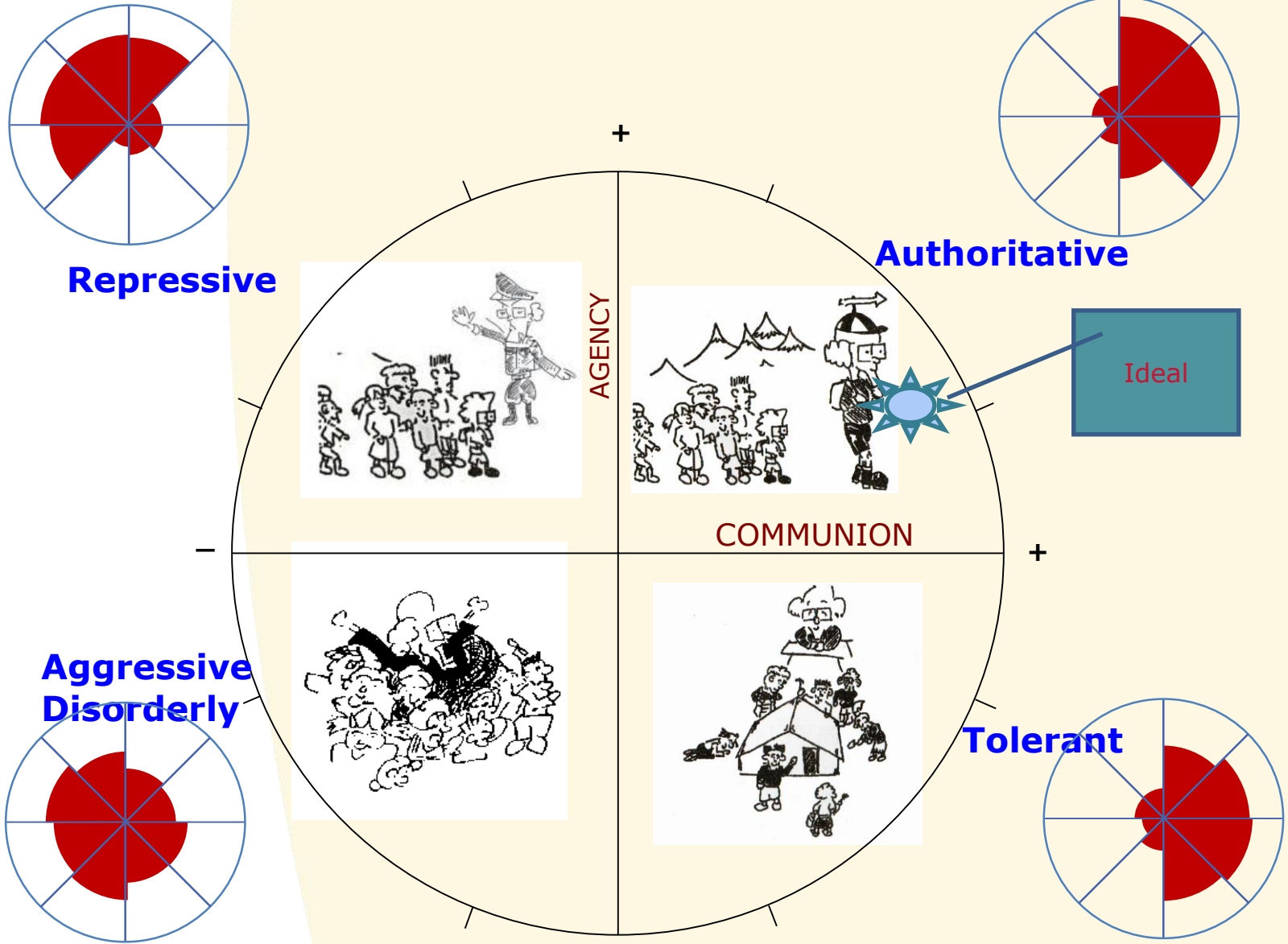
Student outcomes



Teacher Expertise



Types of Interpersonal Profiles



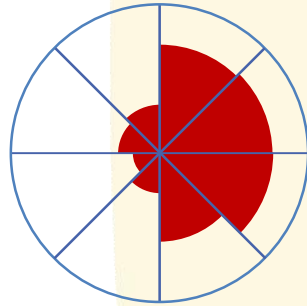
Experienced teachers (%)

19

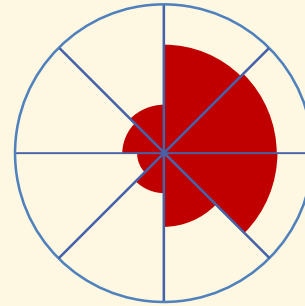
23

14

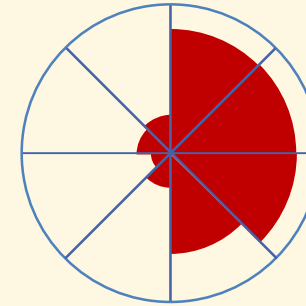
19



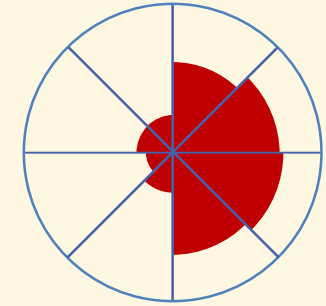
Directive



Authoritative



Tolerant &
Authoritative



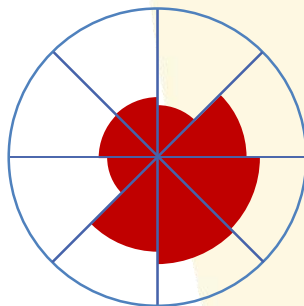
Tolerant

9

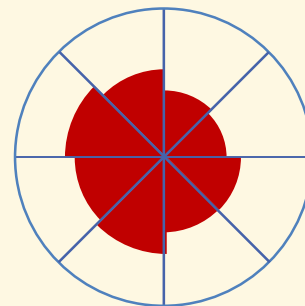
3

5

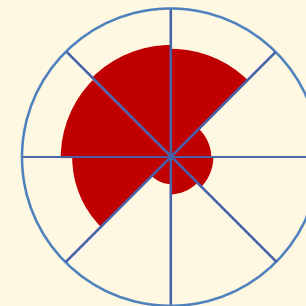
8



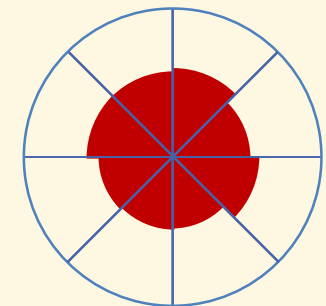
Uncertain/tolerant



Uncertain/aggressive



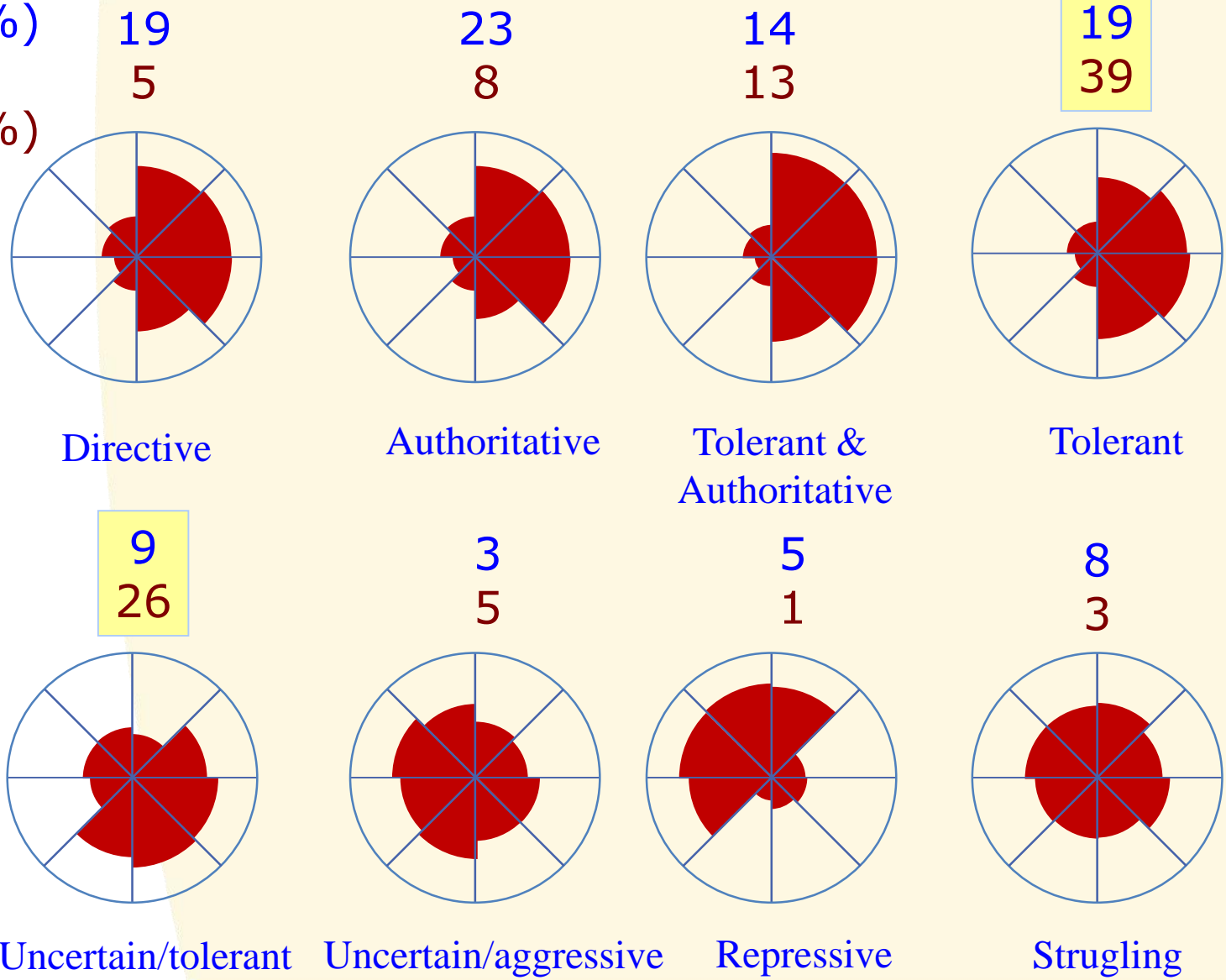
Repressive

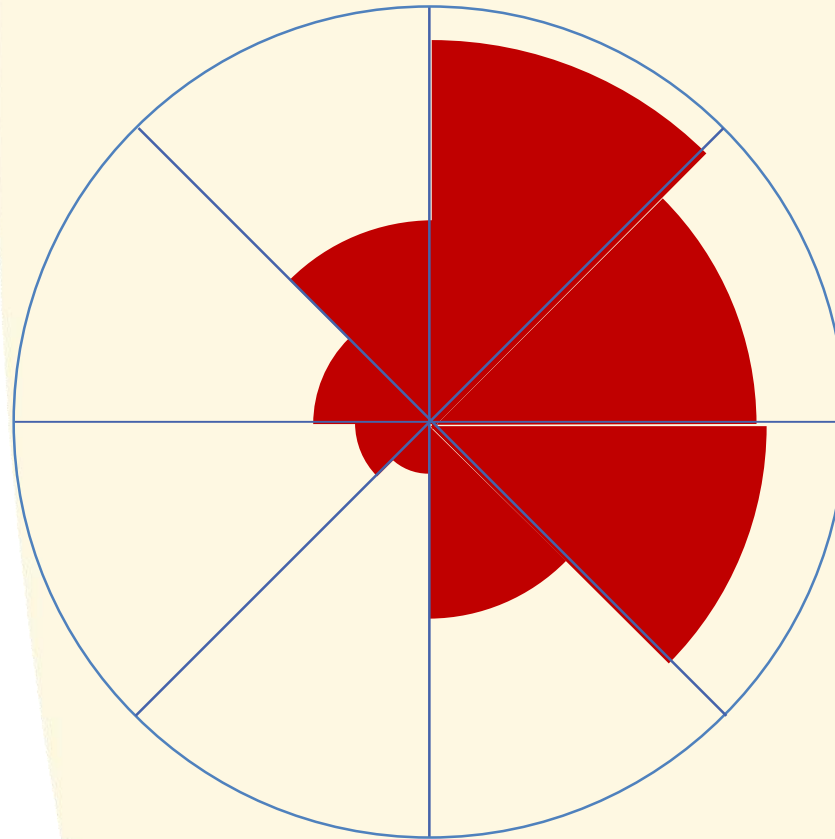


Struggling



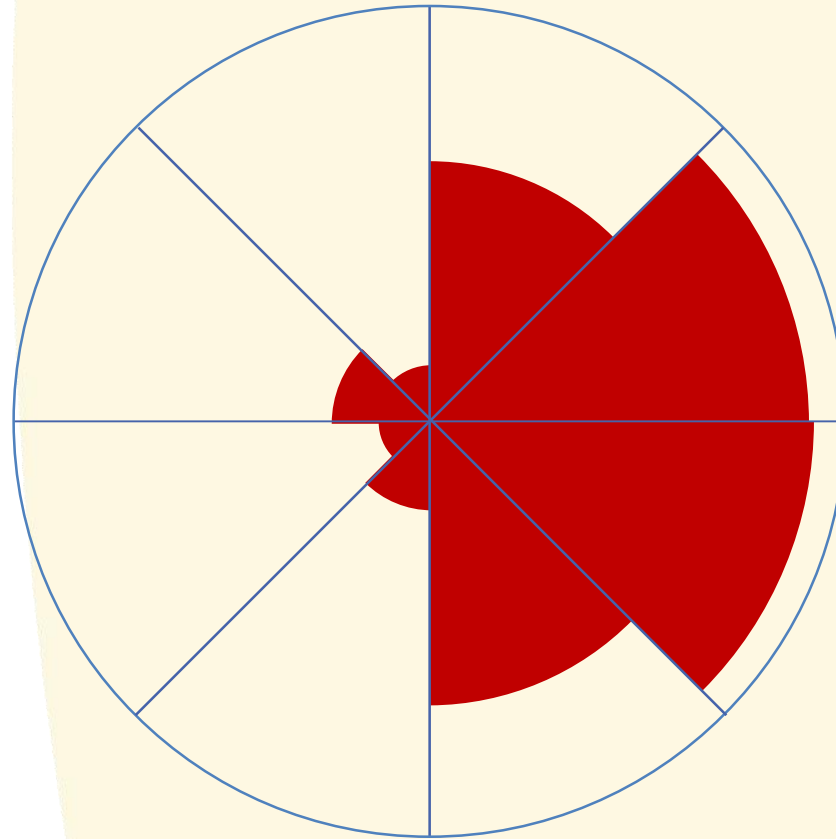
Experienced teachers (%)
Student teachers (%)





Authoritative ideal/best teacher

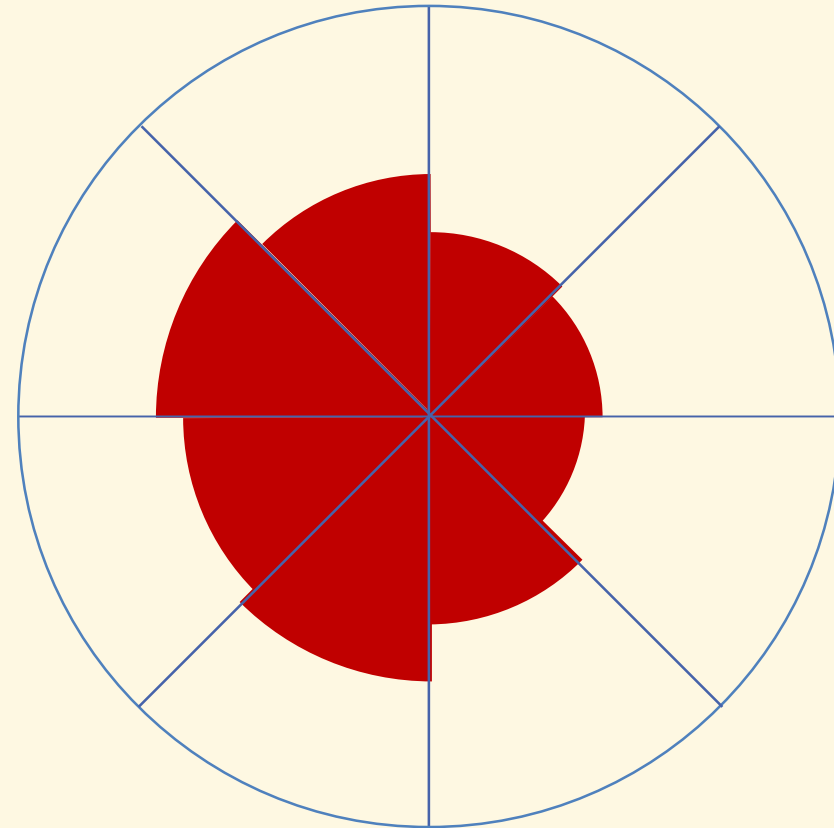




Tolerant
ideal/best teacher



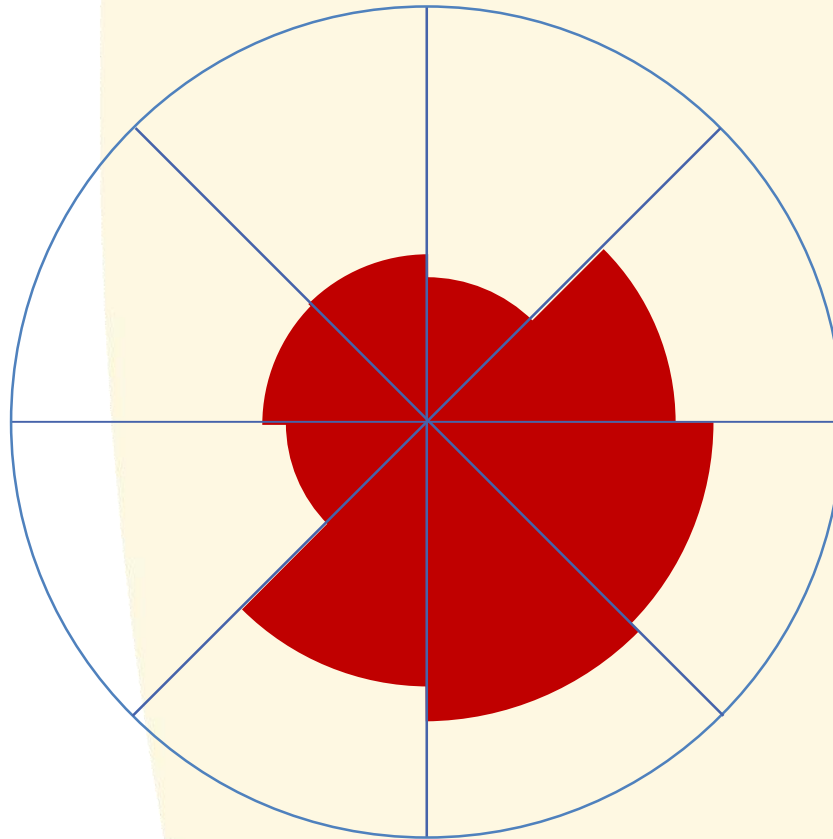
Worst teacher



Uncertain aggressive



Worst teacher

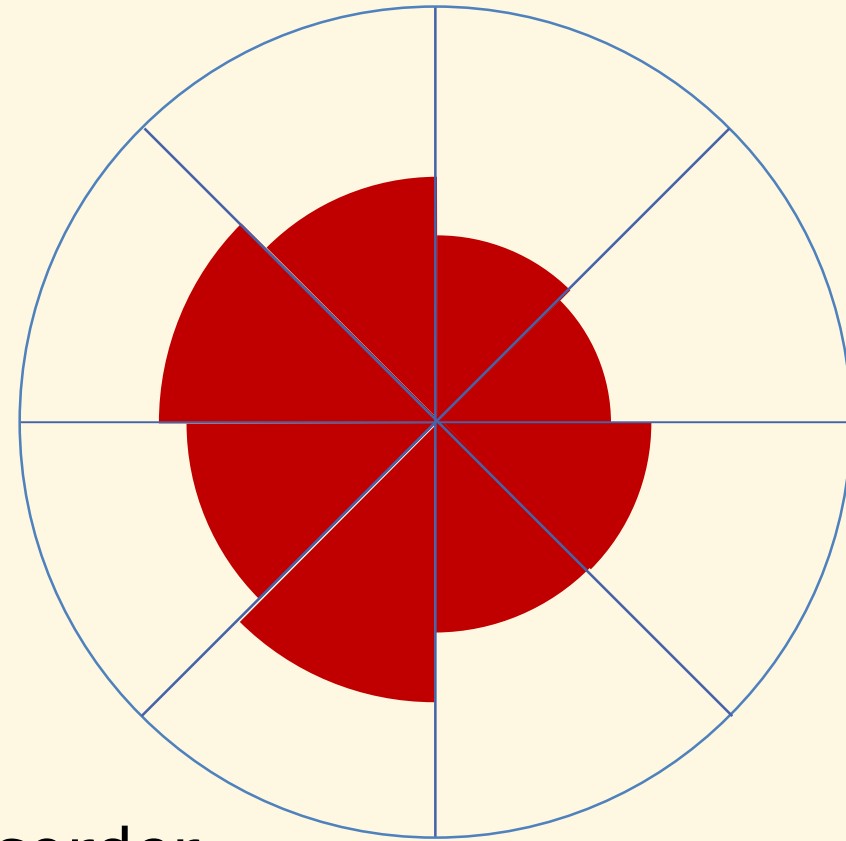
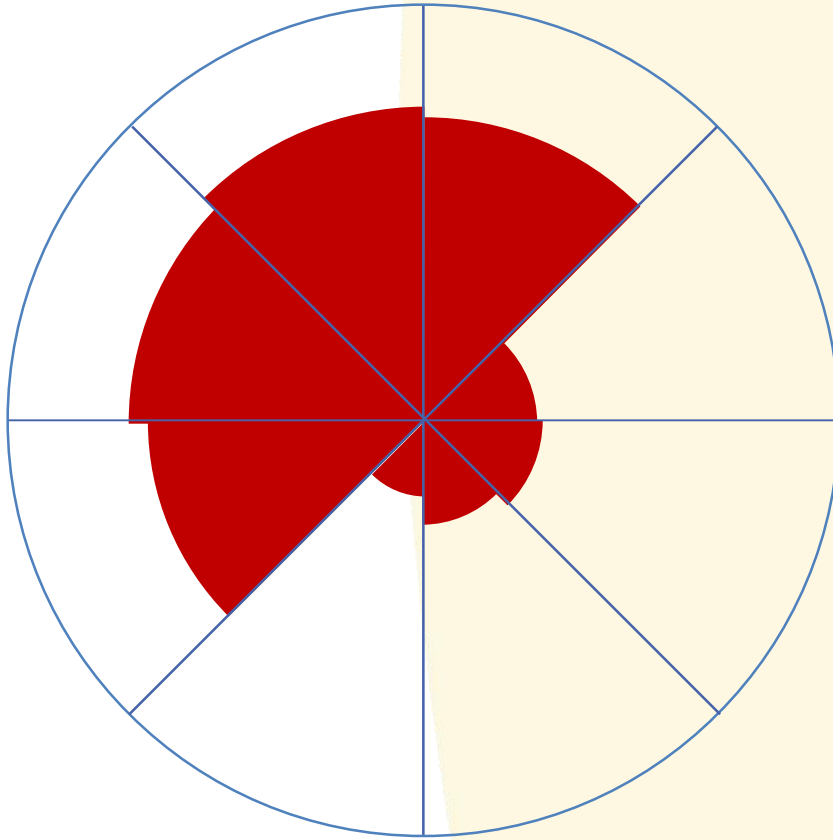


Uncertain tolerant
Friendly disorder



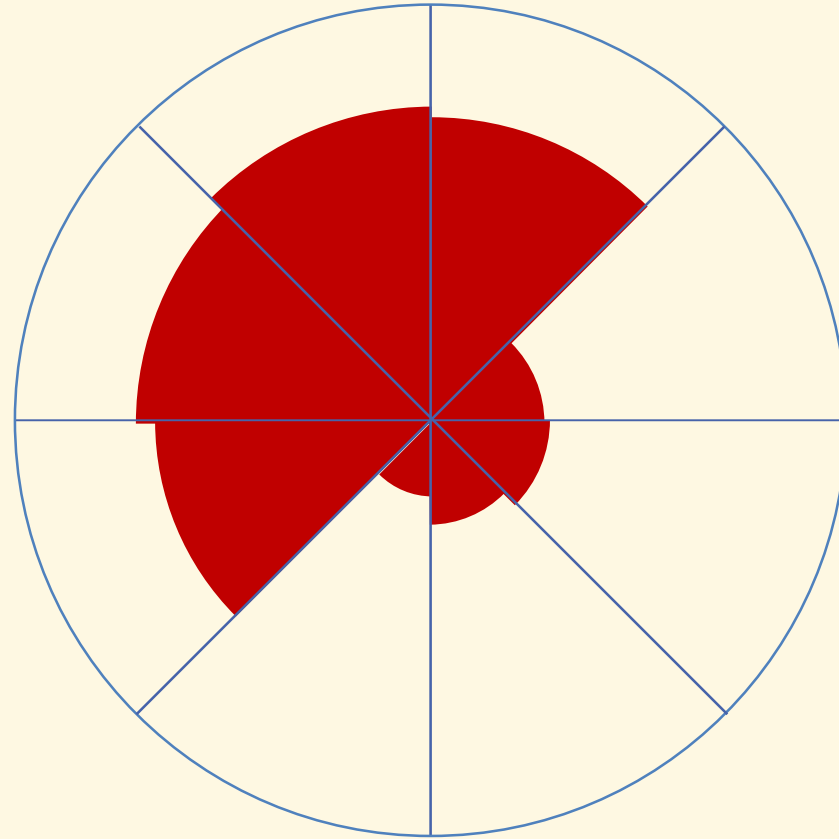
Worst teacher





Aggressive disorder





Repressive



1985-2009



1985-1989



1990-1994



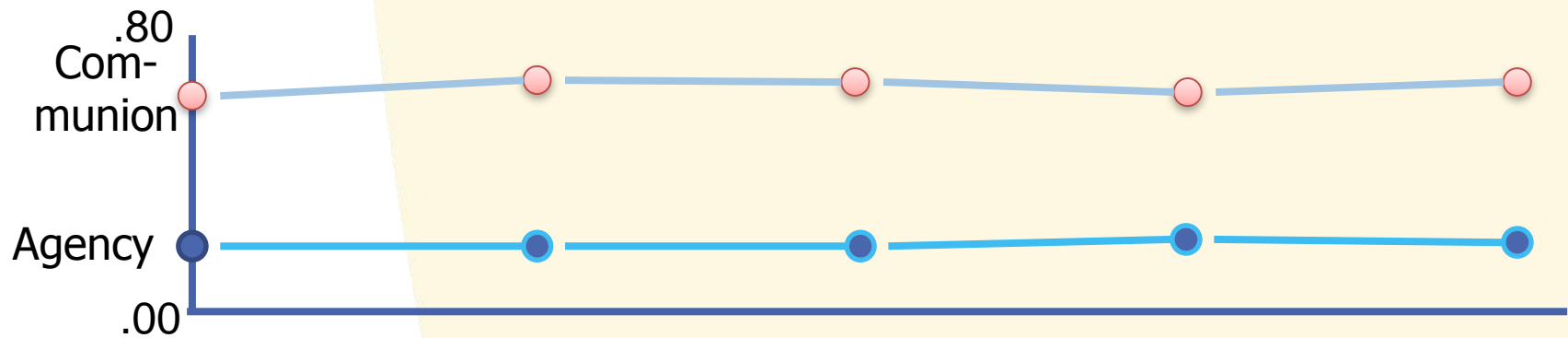
1995-1999



2000-2004



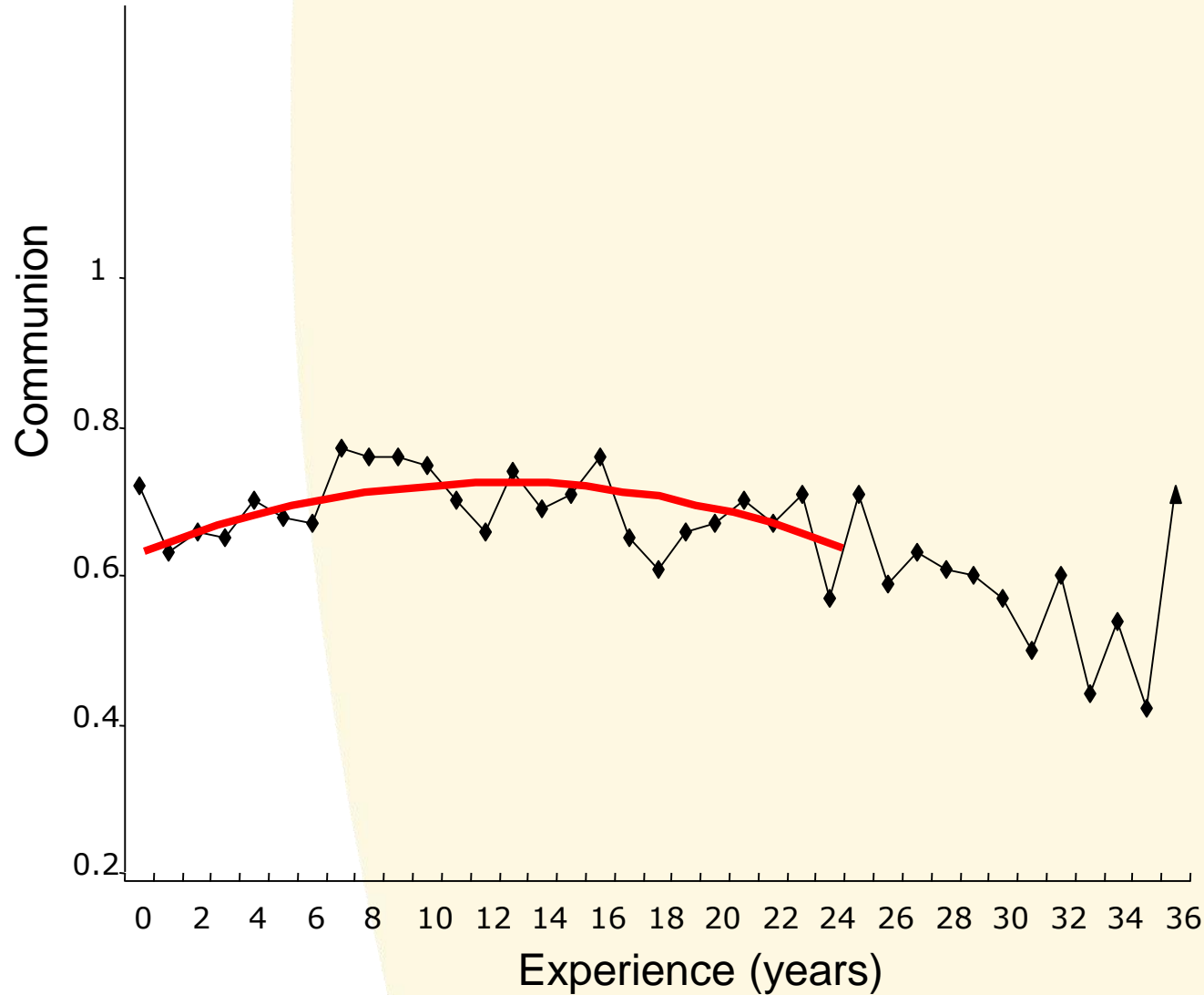
2005-2009



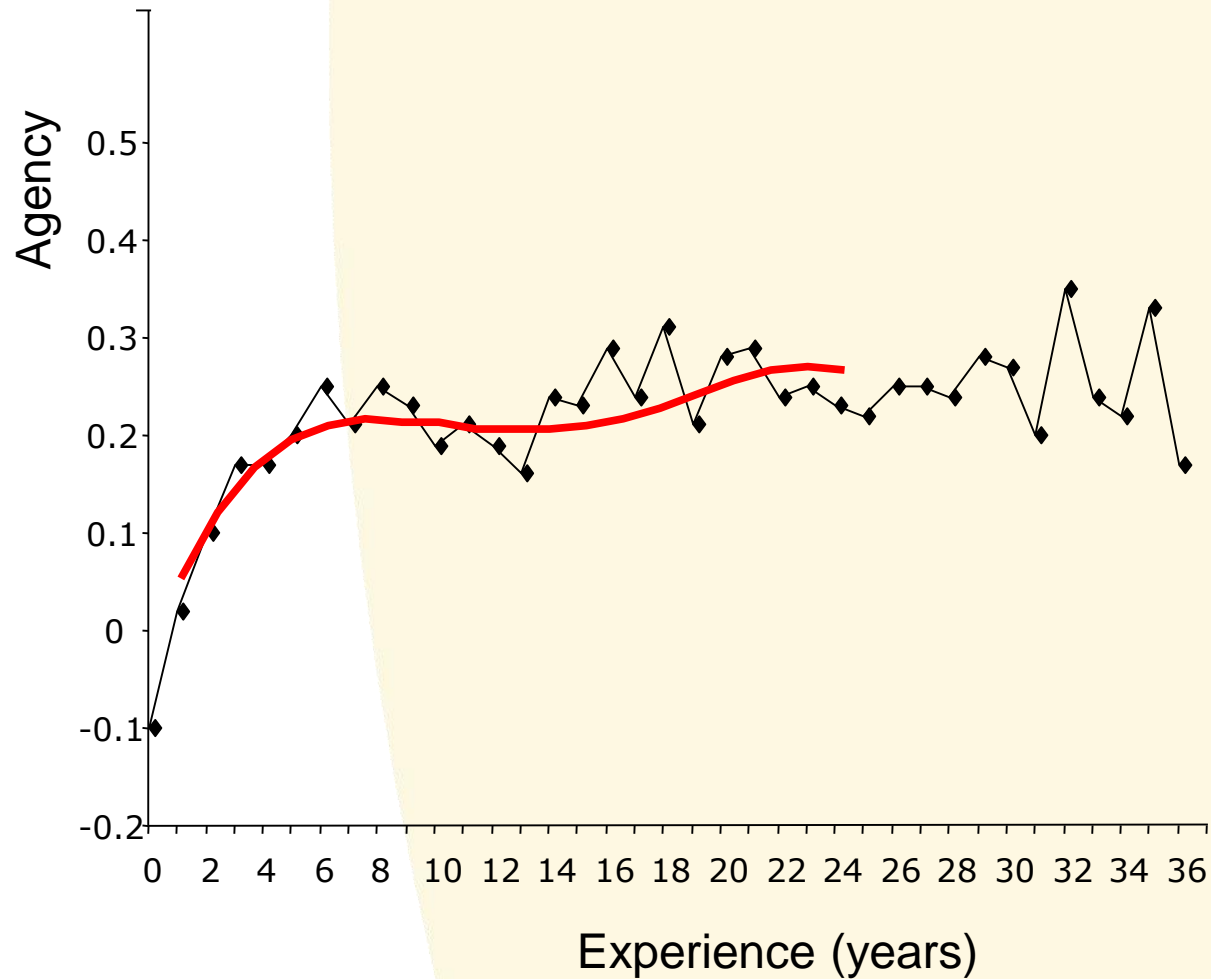
Teaching Career

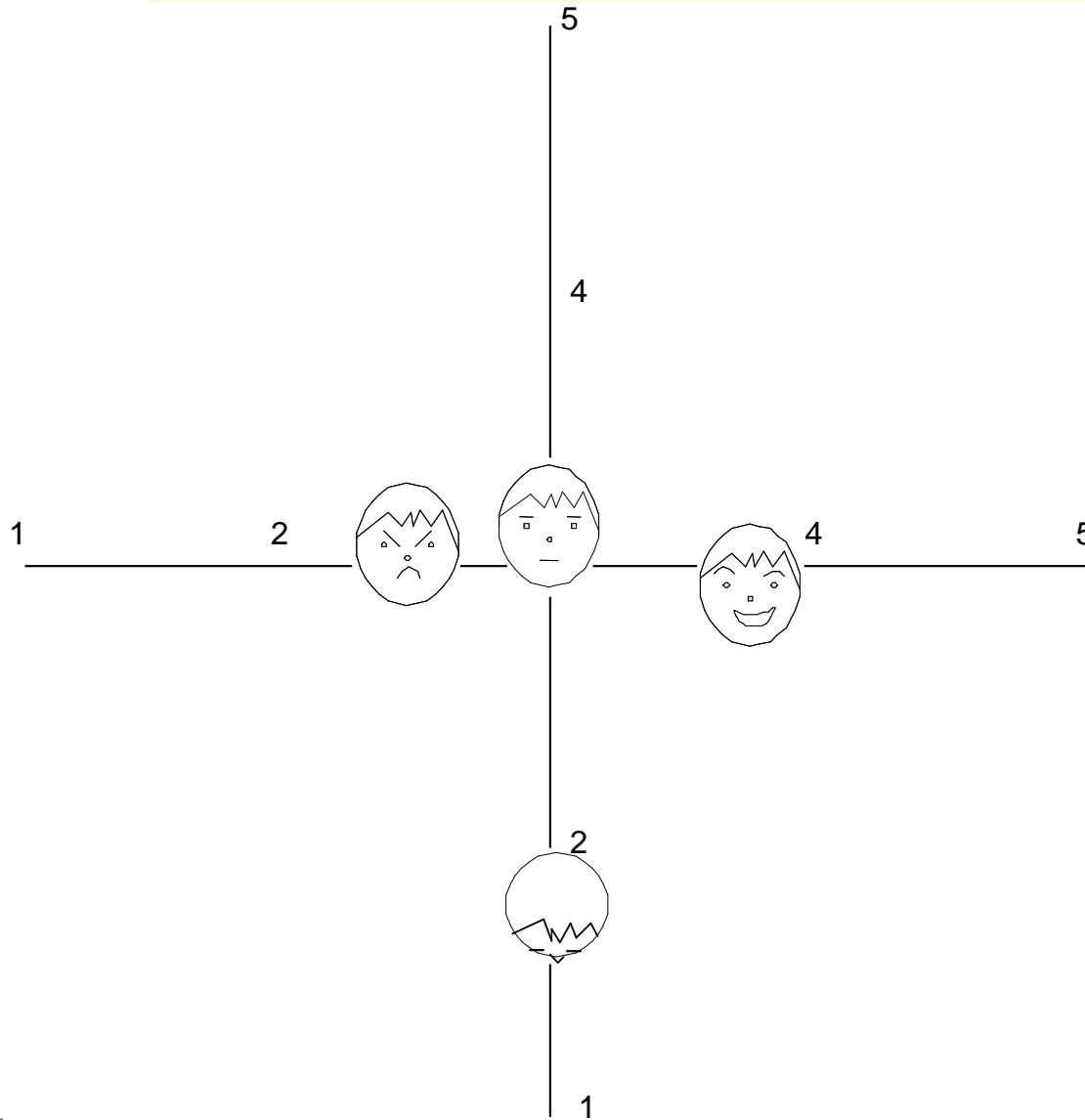


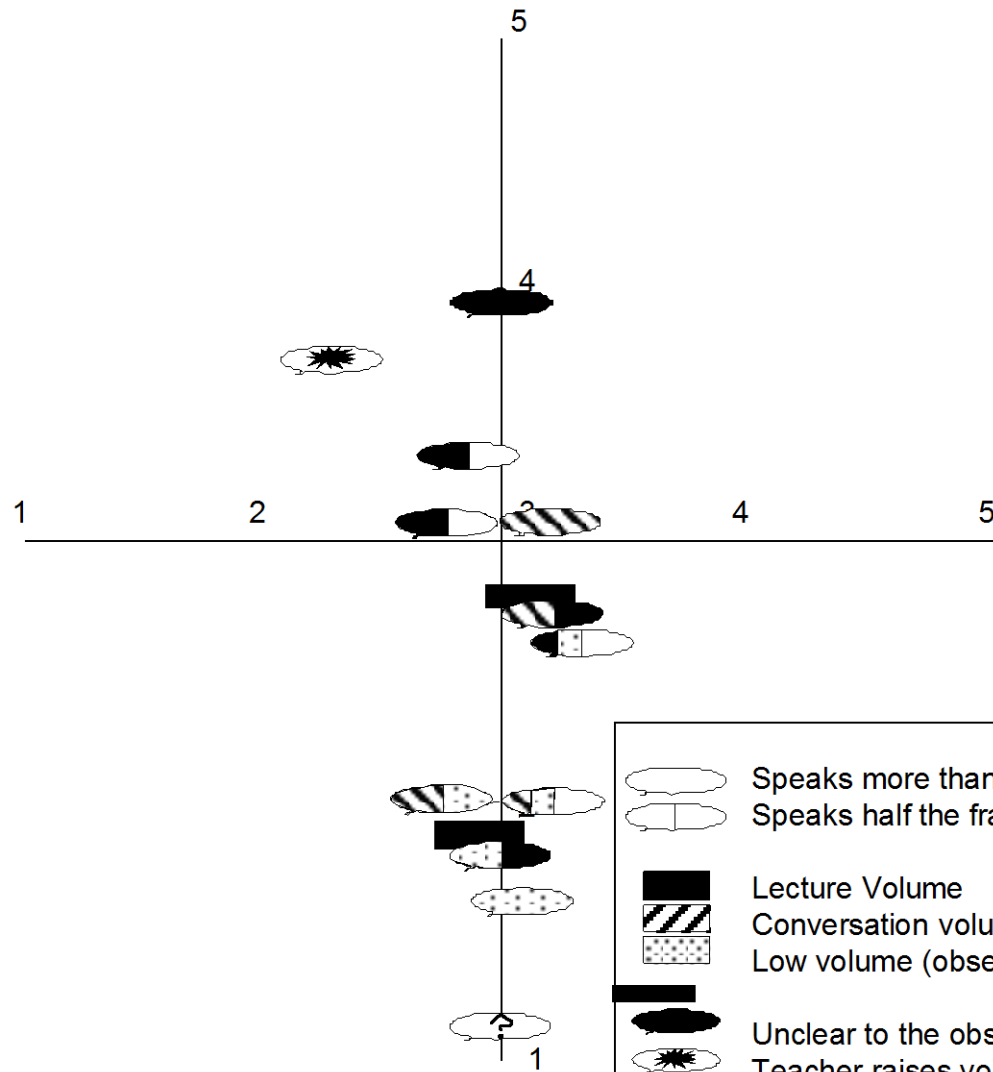
Communion during the teaching career



Agency during the teaching career



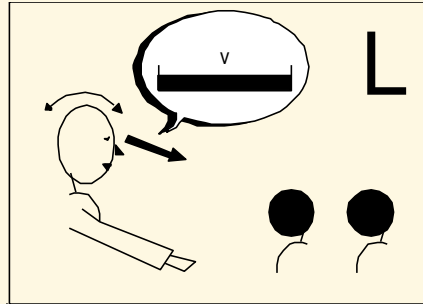




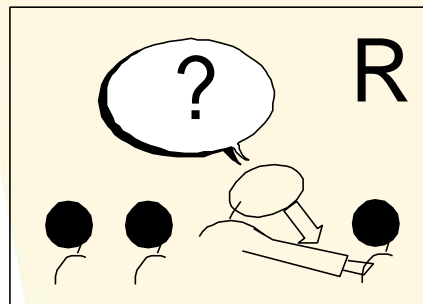
- Speaks more than half the fragment
- Speaks half the fragment or less
- Lecture Volume
- Conversation volume
- Low volume (observer is unable to hear)
- Unclear to the observer whether the teacher speaks
- Teacher raises voice



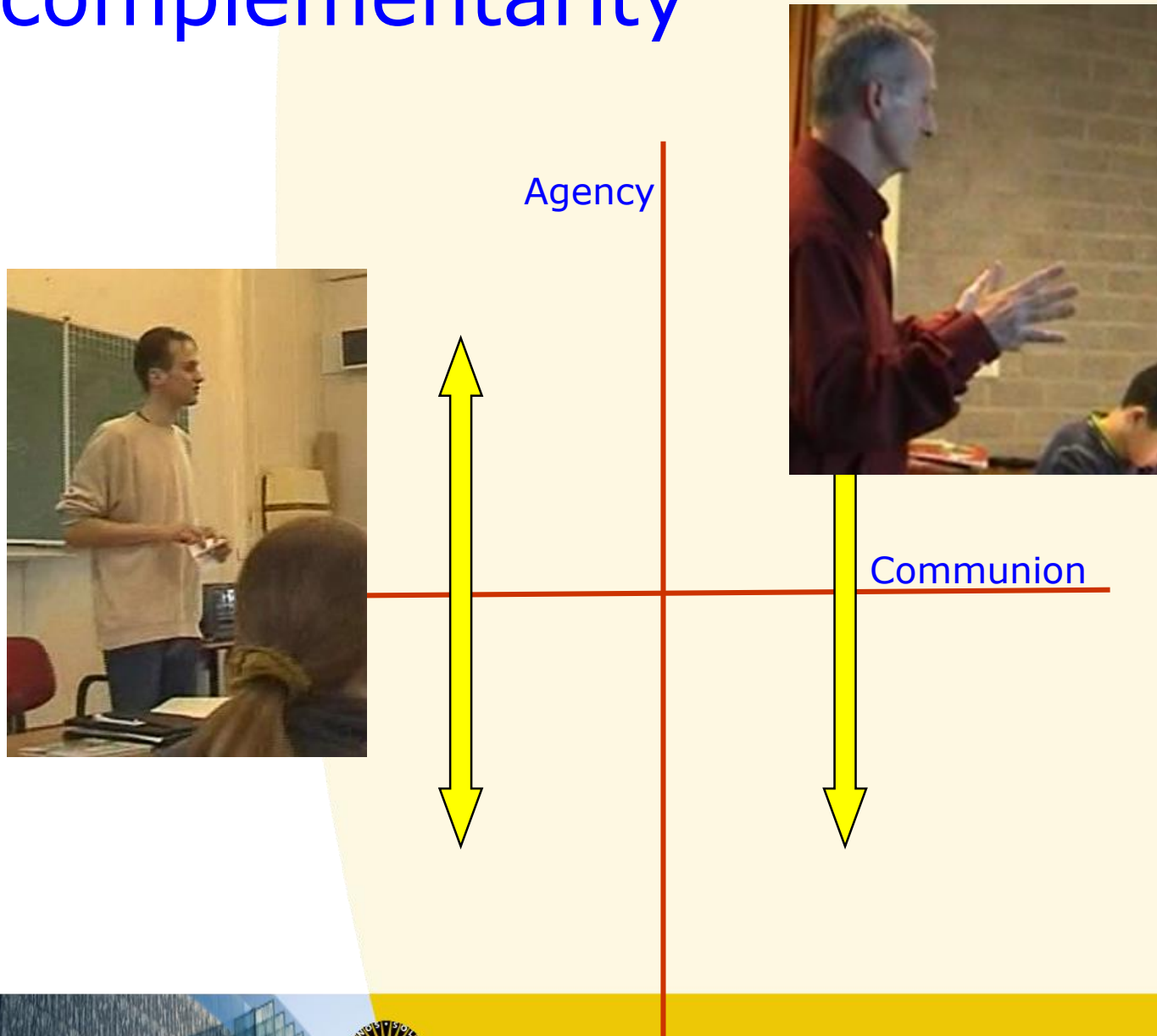
High agency

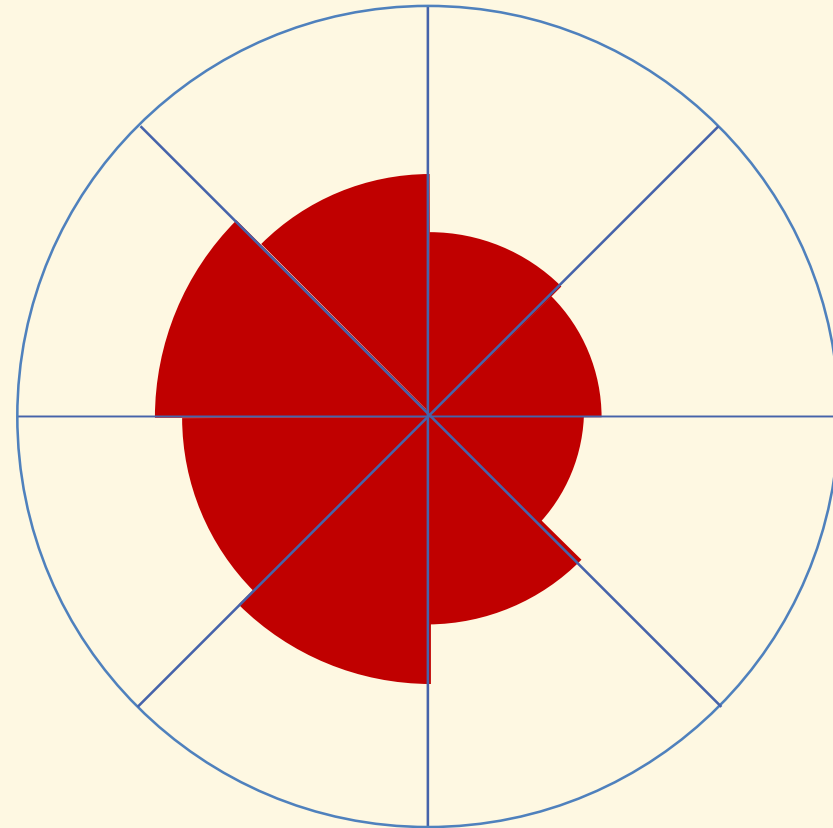


Low agency

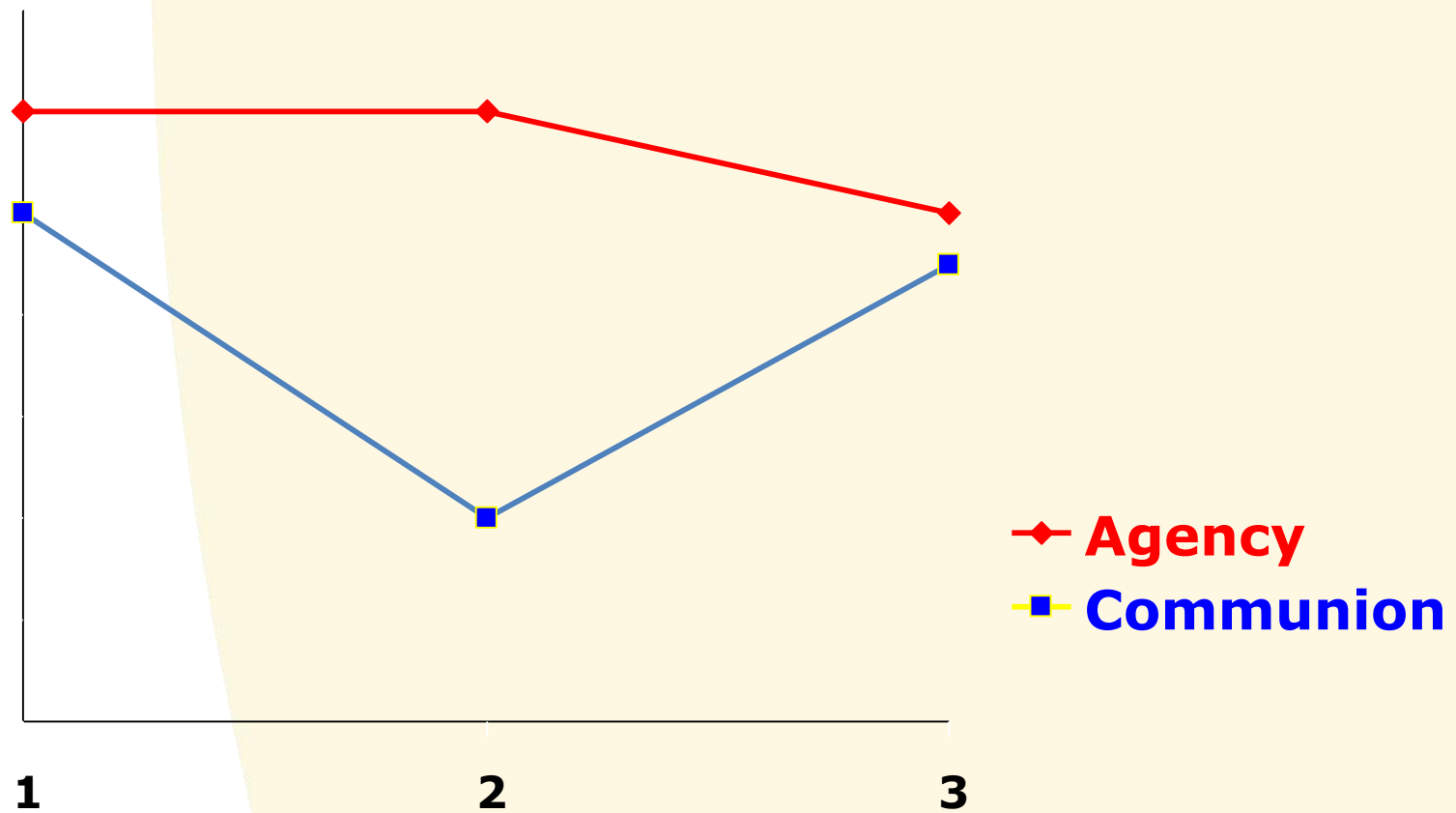


complementarity

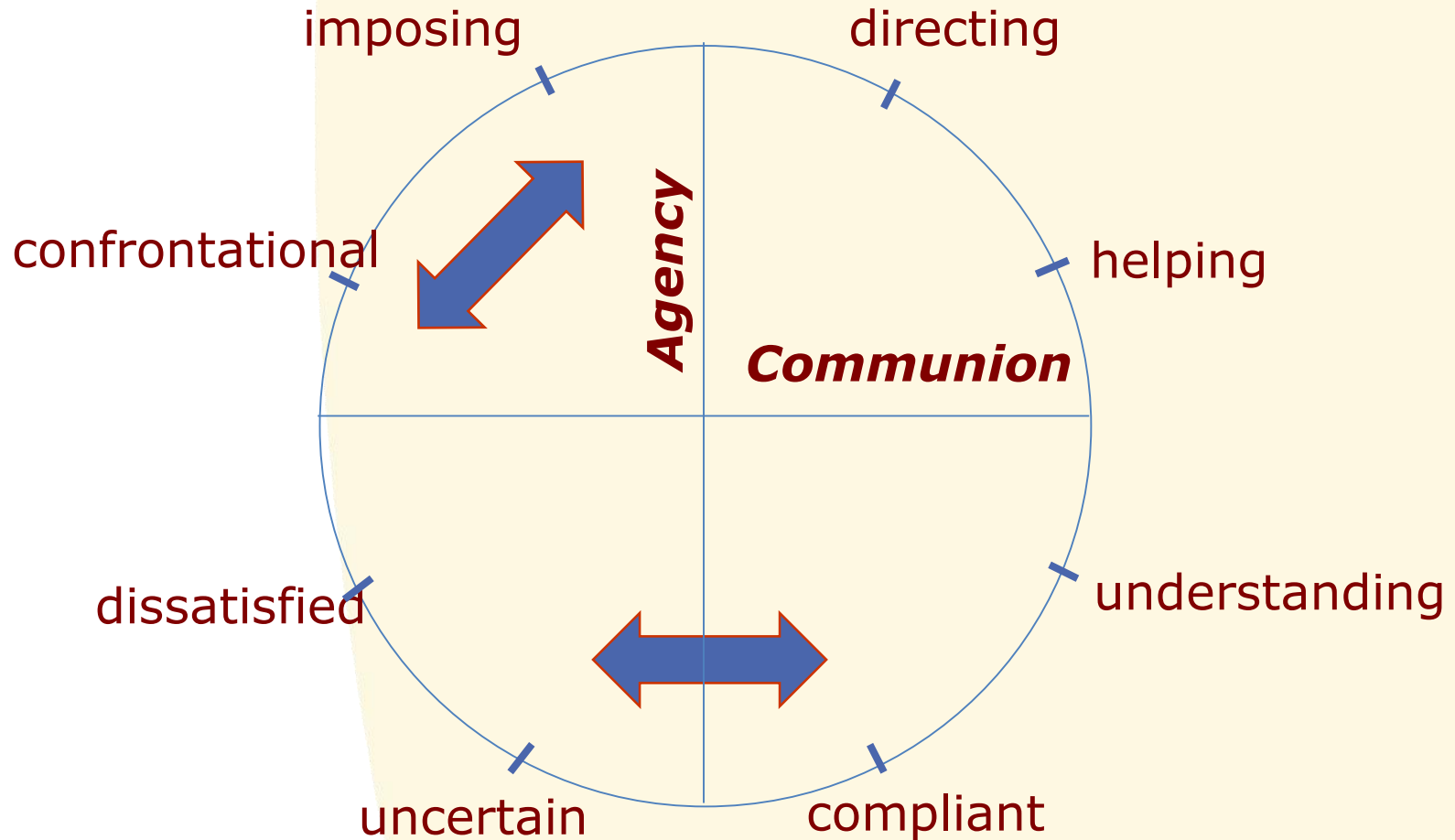




Teacher-student relationship after coercive teacher action



Teacher education



Two interpersonal pitfalls



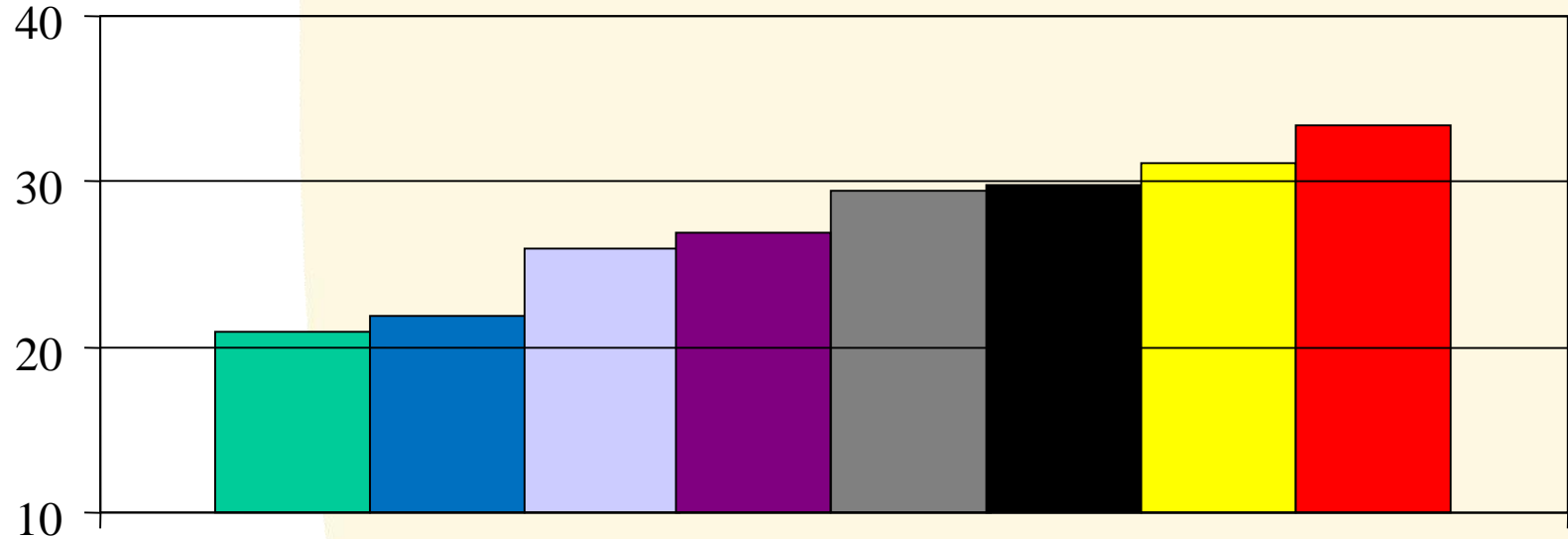


Active student learning and teacher student relationships

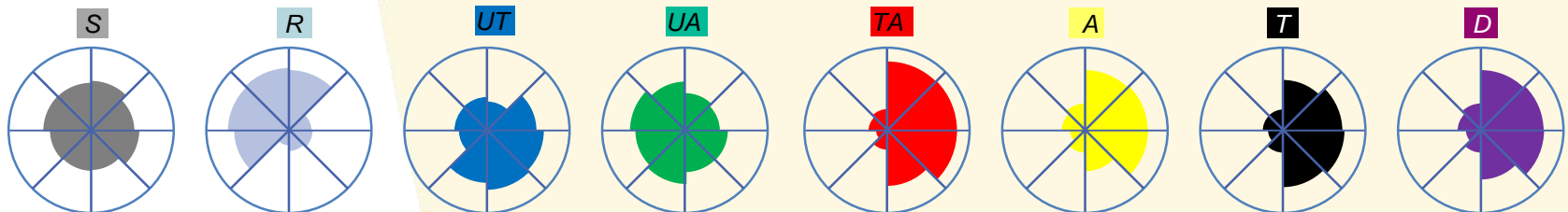
- QTI
- Questionnaire on teacher promoting student learning activities; 10 items
 - Promotes active thinking
 - Values student comments
 - Promotes student independence
 - Lets us think with our peers



Student activating teaching



- uncertain/aggressive
- uncertain/tolerant
- repressive
- struggling
- directive
- tolerant
- authoritative
- tolerant and authoritative



Result

The more activating, the more agency
and communion



Development in the teacher student relationship in new classes

- 15 weeks
- Short QTI, two versions

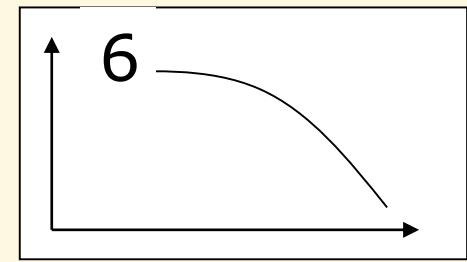
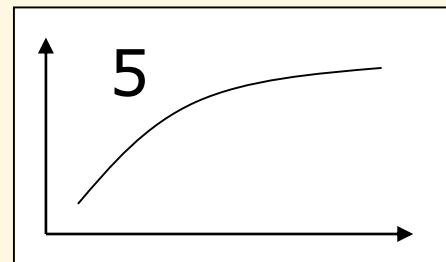
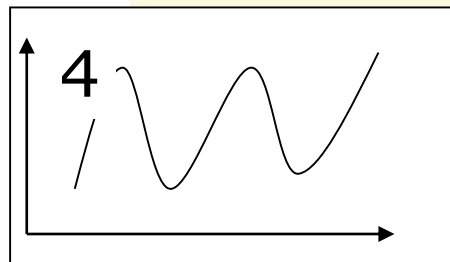
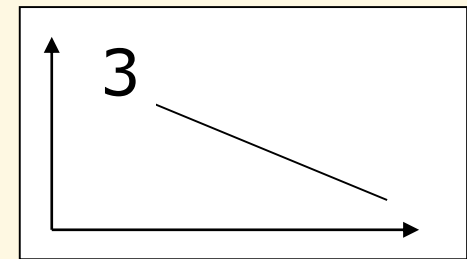
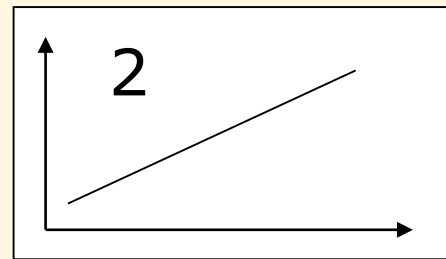
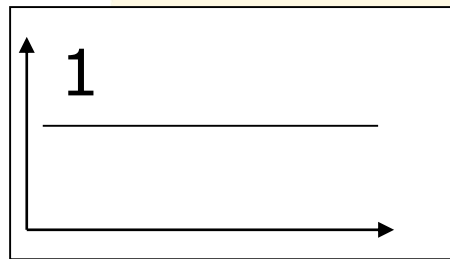


Development in the teacher student relationship in new classes

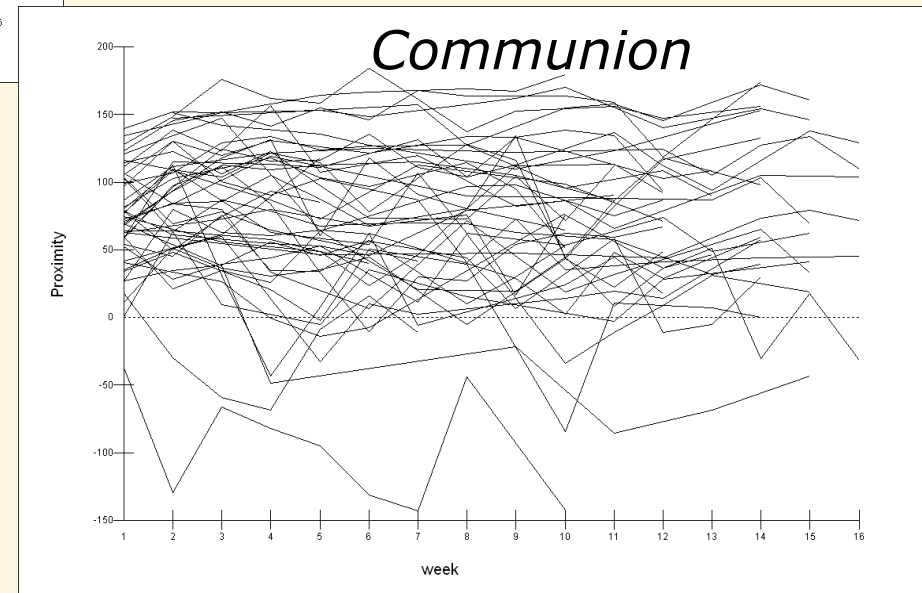
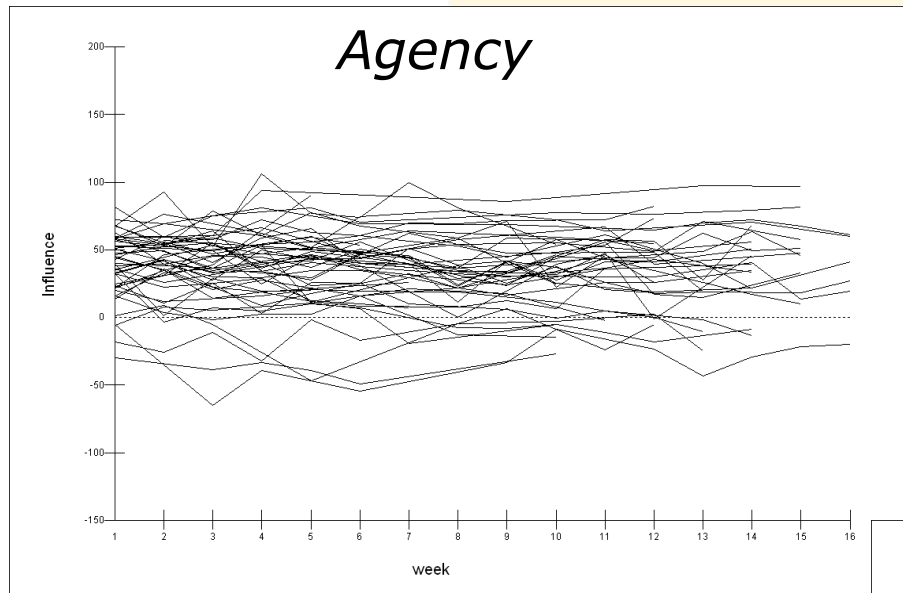
- 15 weeks
- Short QTI, two versions
- Covariates
 - Self-efficacy
 - personality
 - gender
 - Experience
 - Subject
 - Class size
 - Grade level

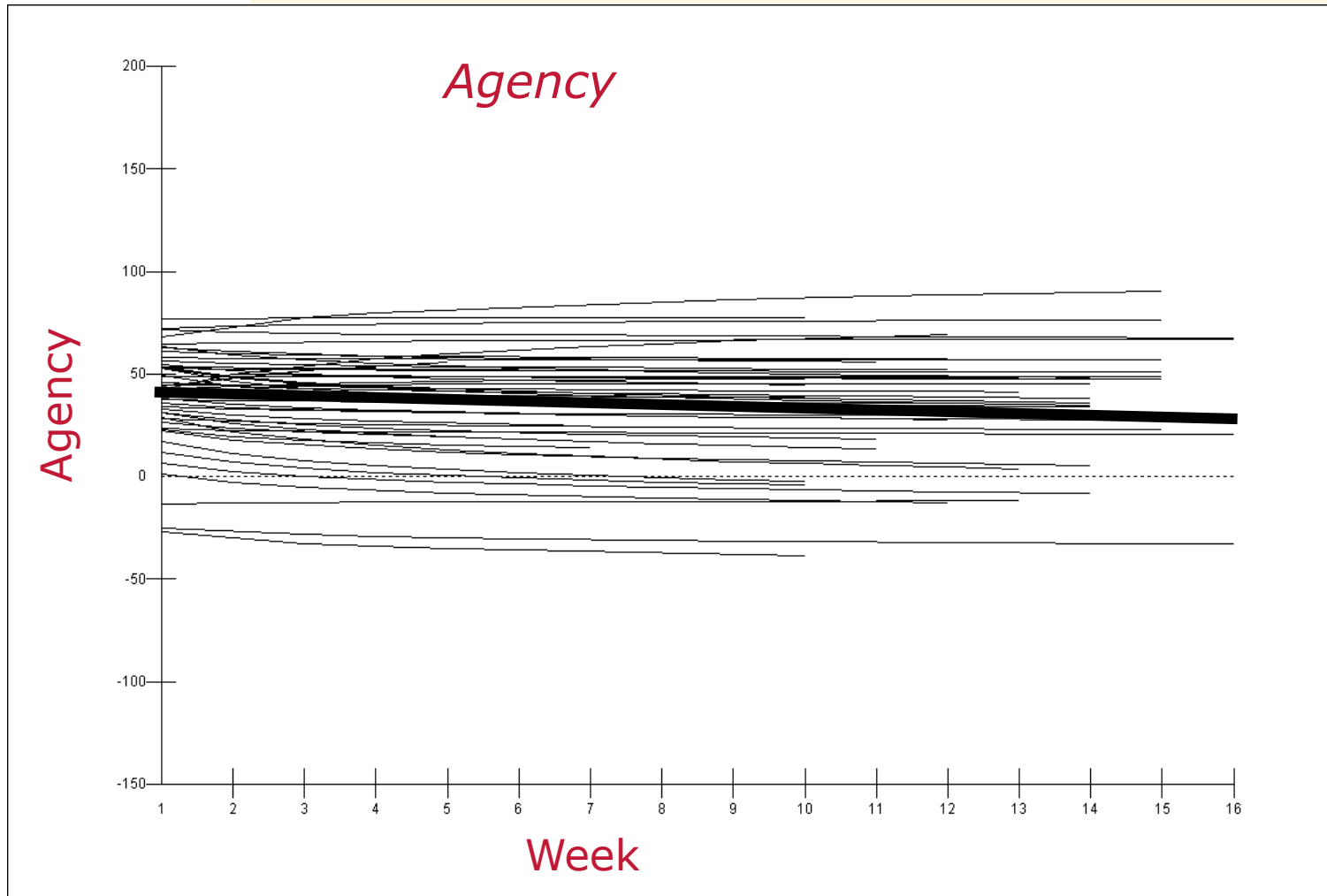


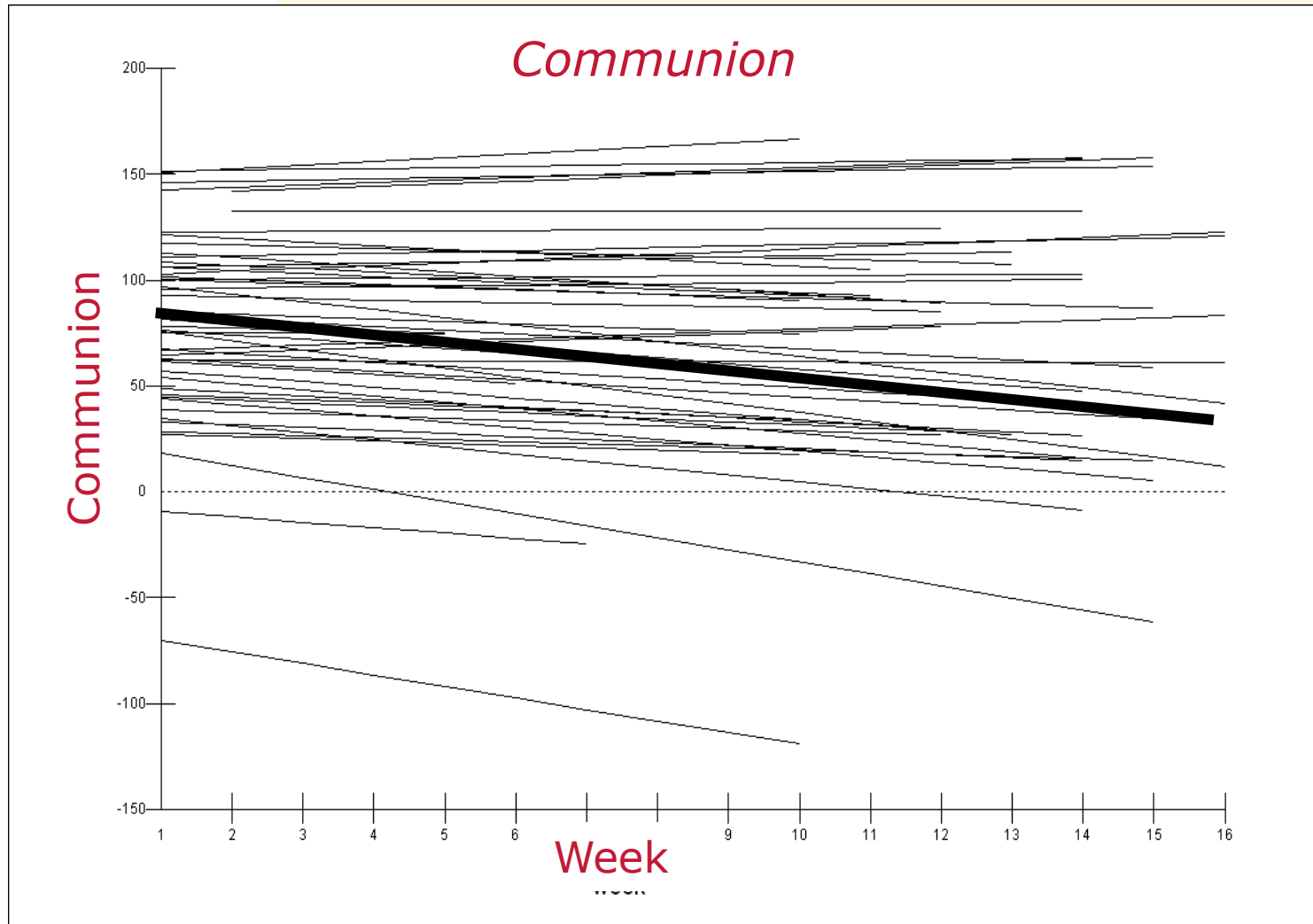
Expectation?

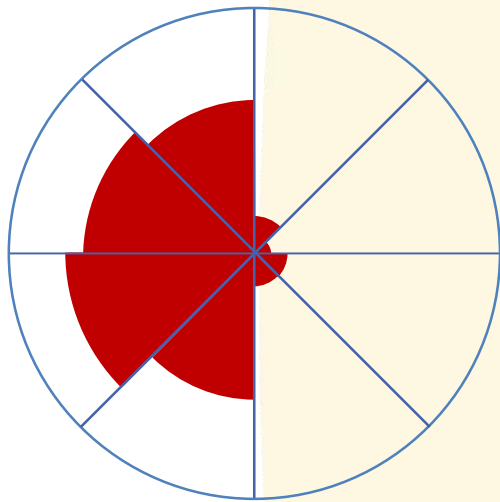


Raw trajectories

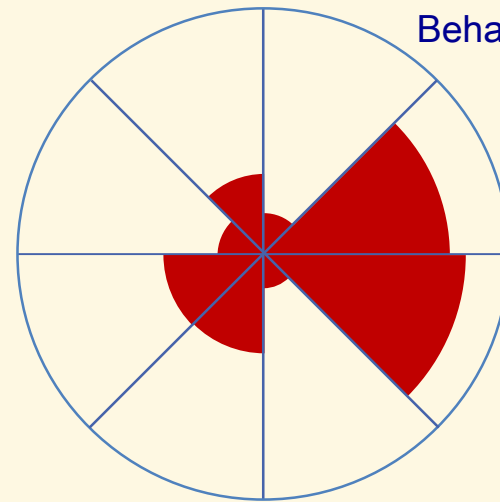




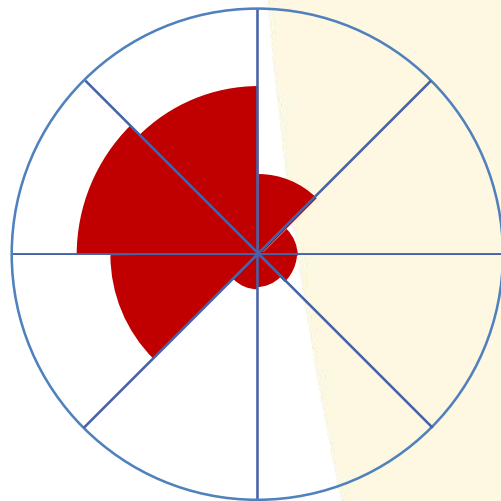




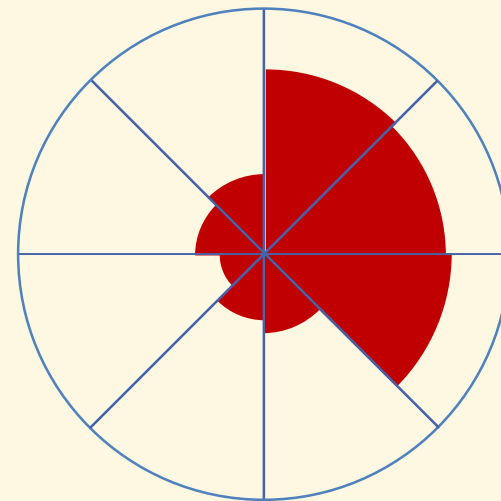
students



teacher



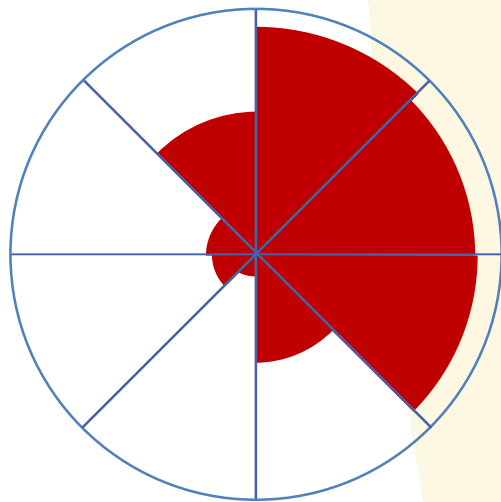
students



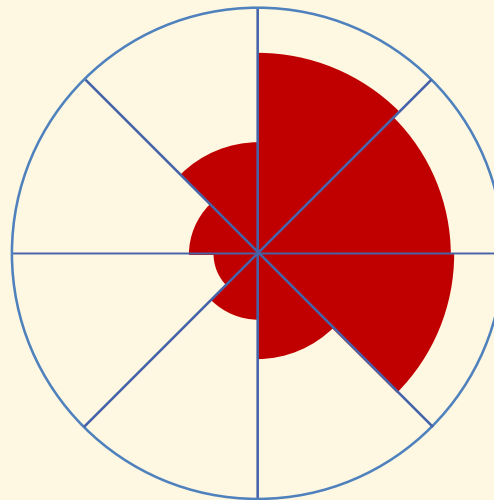
teacher



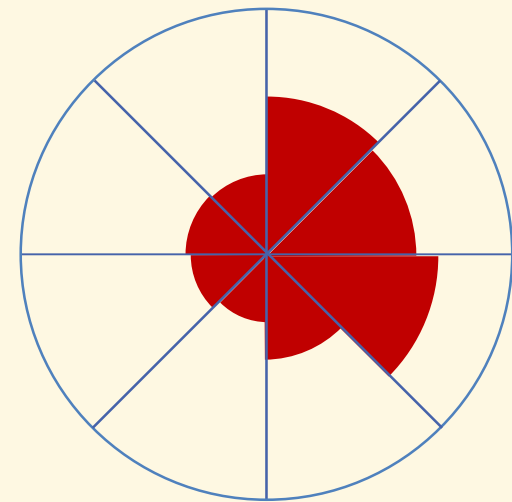
Teacher ideal



Teacher self perception



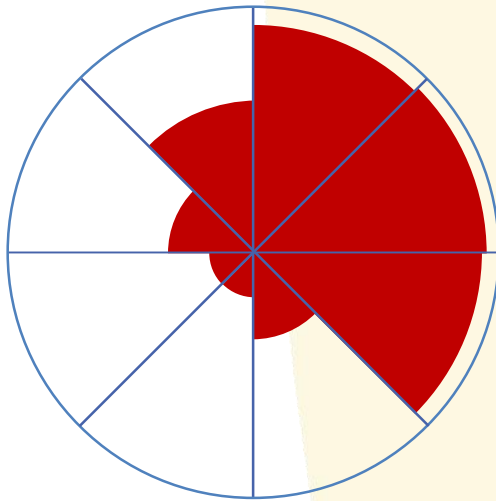
Students' perception



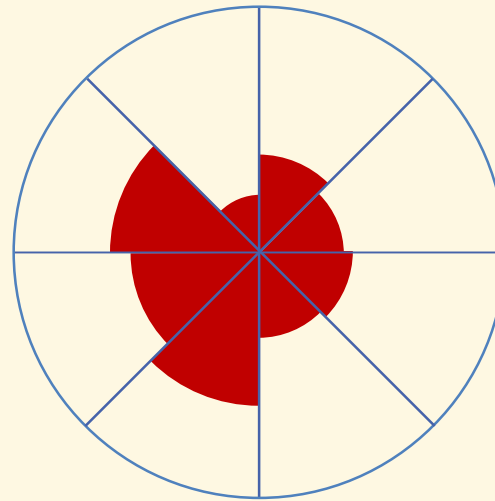
Wishful thinking



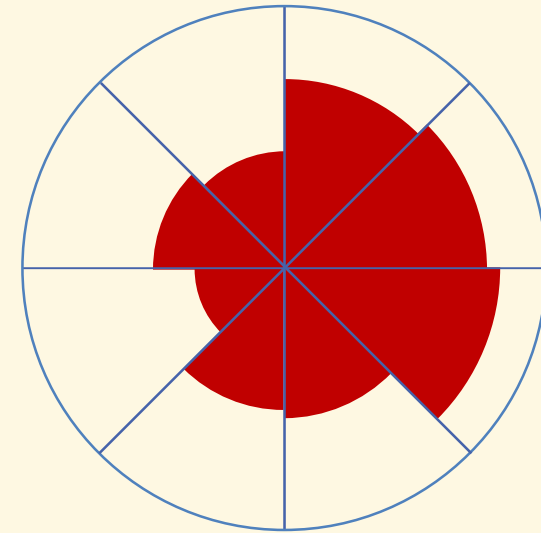
Teacher ideal



Teacher self perception



Students' perception



Protection against disappointment

