

Flanders Interaction Analysis Technique

The teaching-learning situations in the class-room involve interaction between the teacher and the students. The success of a teacher may be judged through the degree of effectiveness of his teaching which may be objectively assessed through his class-room behavior or interaction. Thus a systematic or objective analysis of the teacher's class-room interaction may provide a reliable assessment of what goes on inside the class-room in terms of teaching and learning.

Meaning of class-room interaction analysis:

Class-room interaction analysis refers to a technique consisting of objective and systematic observation of the class-room events for the study of the teacher's class-room behavior and the process of interaction going inside the class-room.

Thakur's view: According to Dr. S.K. Thakur, class-room 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 class-room."

Ruhela's view: Dr. Satya Pal Ruhela, in his book 'Educational Technology' writes that class interaction analysis may be conveniently divided into two parts:

- (i) verbal interaction
- (ii) non-verbal interaction

Investigators studied:

- (1) Teacher-pupil interaction
- (2) Pupil-pupil interaction
- (3) Interaction with various materials, and the focus mainly on:
 - Affective elements
 - Cognitive elements
 - Psychomotor elements
 - Activity
 - Content
 - Physical environment
 - Sociological structure

Basic Theoretical Assumptions of Interaction Analysis:

- (i) Predominance of verbal communication
- (ii) Higher reliability of verbal behavior
- (iii) Consistency of verbal statements
- (iv) Teacher's influence
- (v) Relation between students and teacher
- (vi) Relation between social climate and productivity
- (vii) Relation between class-room climate and learning
- (viii) Use of observational technique
- (ix) Role of feedback
- (x) Expression through verbal statement

Categories

		Categories
Teacher talk	Indirect Influence	1. Accept feeling
		2. Praises or encourages
		3. Accept ideas
		4. Asks questions
	Direct Influence	5. Lectures
		6. Gives directions
		7. Criticizes
Student talk		8. Pupil's response
		9. Student talk Initiation
		10. Silence or confusion

Characteristics (Advantages) of Flander's Verbal Interaction Analysis:

1. Scientific technique
2. Systematic recording
3. Analysis of class-room behavior
4. Representative of class-room behavior
5. Observation technique for class-room behavior
6. Measuring instrument for class-room teaching
7. Evaluative device
8. Feedback device
9. Supplementary device
10. Useful for theory of teaching

Procedure of Flanders Interaction Analysis:

(1) *Encoding process*

- Code number
- Place of sitting
- Recording the category number
- Instant recording
- Recording in uncertainty
- Not to shift into opposite classification
- No biases
- Recording categories after three seconds

(2) *Decoding process*

- Construction of an interaction matrix

Precautions in the use of Flander's Interaction Analysis:

- (1) Trained observers
- (2) Avoiding value judgements
- (3) Two observers
- (4) Inspecting the matrix table

- (5) Comparison between matrices
- (6) Class-room recording
- (7) Number of observations
- (8) Indicating sequence of events
- (9) Underlining code number

Limitations of Flander's System of Interaction Analysis:

- (1) Not useful for non-verbal behavior
- (2) Narrow structure of teaching behavior
- (3) No balance in categories
- (4) No information about content
- (5) No place for pupil-pupil interaction
- (6) No place for recording reactions
- (7) No value judgements
- (8) No classification of certain behaviors
- (9) Not economical
- (10) Non-availability of trained observers

Transactional analysis

Transactional analysis is one of the most accessible theories of modern psychology. Transactional Analysis (T.A.) was founded by *Dr. Eric Berne in 1950*. T.A. is a social psychology and a method to improve communication. The theory outlines how we have developed and treat ourselves. How we relate and communicate with others, and offer suggestions and interventions which will enable us to change and grow.

Transaction- the fundamental unit of social intercourse.

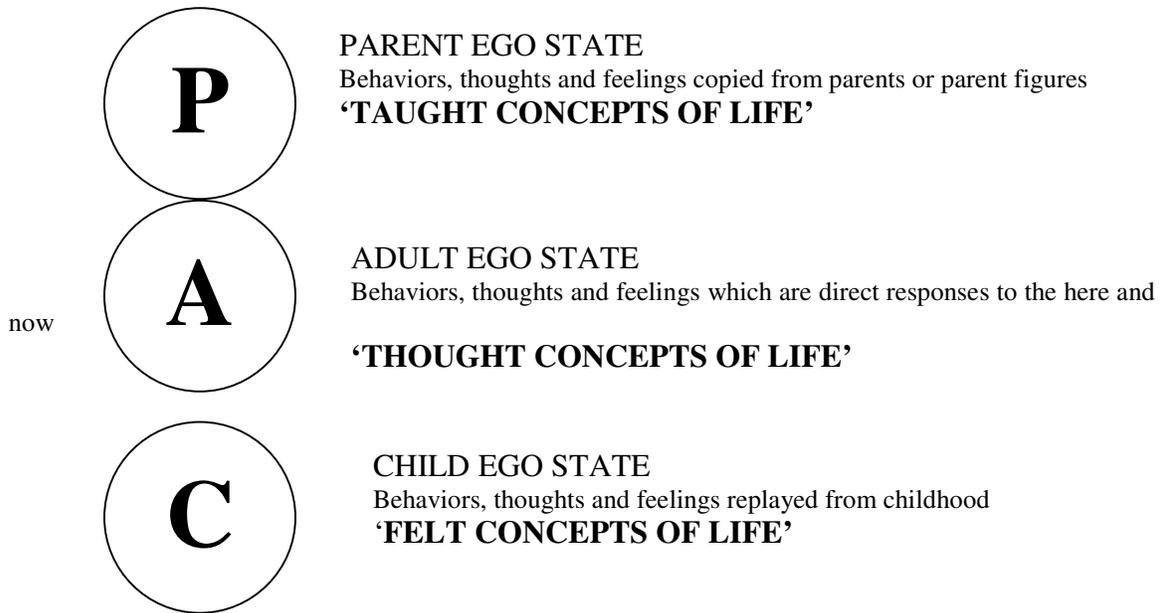
American heritage dictionary- a system of psycho-therapy that analyses personal relationships and interactions in terms of confliction or complementary ego states that correspond to the roles of parent, child and adult.

T.A. is the method for studying interactions between individuals.

Ego state- a consistent pattern of feeling and experience directly related to corresponding consistent pattern of behavior.

Berne

Ego states explain how we are made up, and how we relate to others. They categorize the ways we think, feel and behave and are called Parent, Adult and Child.

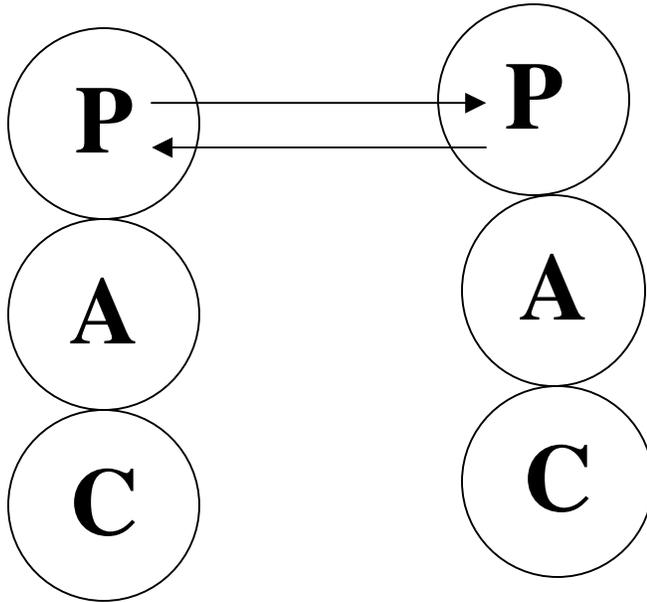


PARENT EGO STATE: This is a set of feelings, thinking and behavior that we have copied our parents and significant others. As we grow up we take in ideas, feelings and behaviors from our parents and care takers. If we live in an extended family than there are more people to learn and take in from. When we do this, it is called introjecting and it is just as if we take in the whole of the caregiver. This ego state consists of no's, don'ts, how-to's and facial expression, tone of voice, manners etc. of the person's parents.

ADULT EGO STATE: The adult ego state is about direct responses to the here and now. We deal with things that are going on today in ways that are not unhealthily influenced by past. This state is about being spontaneous and aware with the capacity for intimacy. When in our Adult Ego State we are able to see people as they are, rather than what we project onto them. We ask for information rather than stay scared and rather than make assumptions. Taking the best from the past and using it appropriately in the present is an integration of the positive aspects of both our Parent and Child ego states. So this can be called the Integrating Adult.

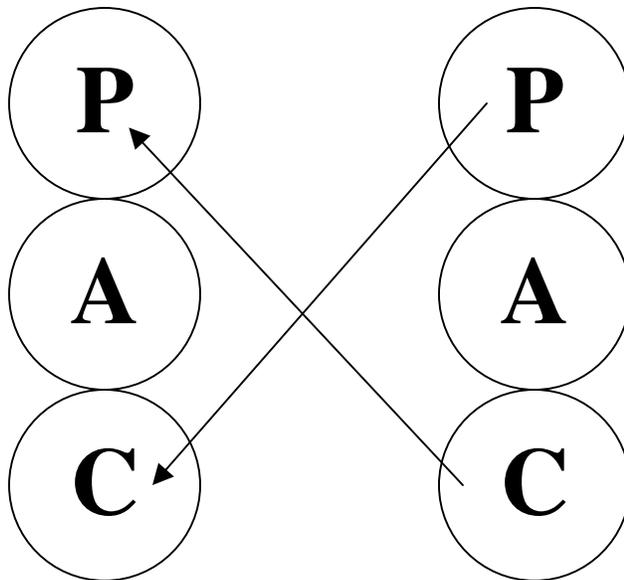
CHILD EGO STATE: The child ego state is a set of behaviors, thoughts and feelings which are replayed from our own childhood. The child ego state is the response the little person produced to what he saw, heard, felt and understood. Most of these are feelings.

TYPES OF TRANSACTIONS IDENTIFIED BY BERNE
1. COMPLEMENTARY TRANSACTIONS



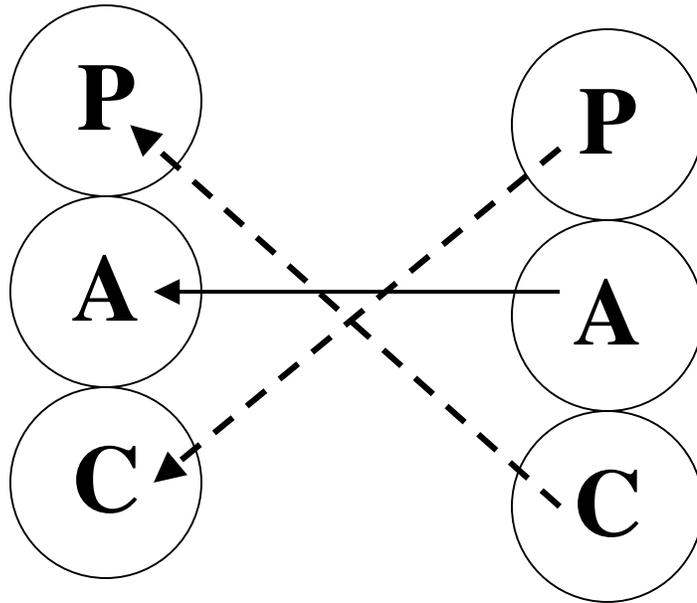
PARENT-PARENT COMPLEMENTARY TRANSACTION

2. CROSSED TRANSACTIONS



PARENT-CHILD AND
CHILD-PARENT
CROSSED
TRANSACTION

3. DUPLEX OR ULTERIOR TRANSACTIONS



ADULT-ADULT WITH PARENT-CHILD AND CHILD-PARENT

LIFE POSITIONS Life positions are basic beliefs about self and others, which are used to justify decisions and behavior. Franklyn Ernst (1971) the originator of the OK corral drew it in quadrants.

You are okay

I am not okay	I am not OK You are OK <i>One down position</i> Get away from Helpless	I am OK You are OK <i>Healthy position</i> Get on with Happy	I am okay
	I am not OK You are not OK <i>Hopeless position</i> Get nowhere with Hopeless	I am OK You are not OK <i>One-up position</i> Get rid of Angry	

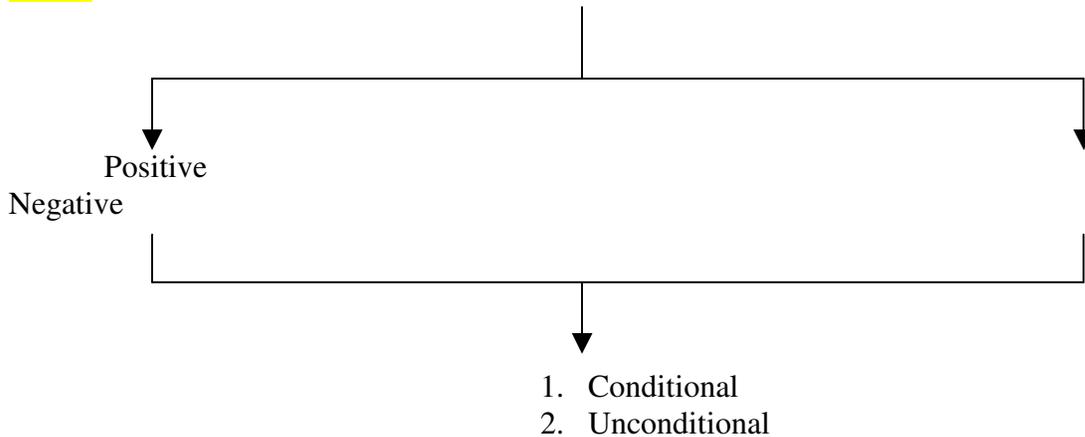
You are not okay

Berne talked about life positions as existential positions, one of which we are likely to go to under stress. This is significantly different to the concept Ernst uses, i.e., that we move around them all during the day.

Stroke: In transactional analysis we call compliments and general ways of giving recognition strokes.

Definition of stroke: Stroke is fundamental unit of social action. It is a unit of recognition, when one person recognizes another person either verbally or non-verbally.
Berne

Stroke



Games: A game is a familiar pattern of behavior with a predictable outcome. Games are learned patterns of behavior, and most people play a small number of favorite games with a range of different people and in varying intensities.

Scripts: The script is life plan, made when we are growing up. It is developed from our early decisions based upon our life experience.

Educational Implications of T.A.

1. It offers a model for understanding personality, human development, communication and personal life patterns.
2. Three philosophical concepts underpin TA in education:
 - ❖ Respect for dignity
 - ❖ People at all ages and stages of development are capable of learning to take responsibility for their decisions and actions
 - ❖ Educational difficulties can be addressed effectively with co-operative goodwill and a coherent theoretical framework which clarifies the human dynamics involved.
3. It is contractual.
4. Developing positive thinking towards life and people through
 - ❖ Stroking
 - ❖ Positive reinforcement
 - ❖ Active listening
 - ❖ Time structuring

5. Interpersonal effectiveness is improved by providing understanding of the ego states of the persons involved in transaction.
6. Motivation can be used to satisfy human needs through complementary transactions and positive strokes.
7. Organizational Development: According to Jangeward, TA can be applied to six areas of organization development, namely,
 - ❖ To maintain adult-adult transaction
 - ❖ To give an OK to the natural child
 - ❖ To identify and untangle quickly cross transactions
 - ❖ To minimize destructive game playing
 - ❖ To maximize encounter (intimacy) and
 - ❖ To develop supportive systems, policies and work environment.
8. Aids in effective/successful communications. At the core of Berne's theory is the rule that effective transactions (i.e. successful communication) must be complementary. They must go back from the receiving ego state to the sending ego state.
9. Prevent playing game.
10. Helps to lead students to a 'Winner's Life Script'.
11. Use strokes as a motivational technique.