

# **Journal of Classroom Interaction**

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## **Understanding Women's Classroom "Fit" and Participation as Interactions between Psychological and Environmental Types**

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**Abstract:** Women's perceptions of classroom "fit" and self-reported level of participation were examined as the result of congruence between learning style and educational climate, as measured by the Myers-Briggs Type Indicator and Salter Environmental Type Assessment. The participants included 142 upper class women majoring in either education or engineering. Few research efforts have attempted to "take the temperature" of classroom environments and understand women's participation within the interactional framework. Asymmetrical log-linear analyses were conducted to understand classroom fit and level of participation. Feeling women reported that feeling classrooms were a better fit for them as learners and that thinking classrooms were not. Thinking women did not show a preference for either thinking or feeling classrooms. A second analysis also revealed that feeling women were less likely to participate in thinking classrooms. Suggestions for "warming-up" classroom climate are offered.

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## **Teacher-Student Conflict and Misbehavior: Toward a Model of the Extended Symmetrical Escalation**

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**Abstract:** This article presents the results of a case study of the extended symmetrical escalation characterized by an increase of students' misbehavior and teacher coercive behavior over a period of two months. Data from observations, interviews and questionnaires were analyzed in a way that is similar to the constant comparative analysis (Strauss & Corbin, 1998) and led to an explanatory model of the extended symmetrical escalation. Both fundamental and interconnected characteristics of the model are that it works in a circular process and is based on perceptions which vary among participants.

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## **Teacher-Student Interactions in Science Classrooms in Brunei**

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**Abstract:** This article provides additional validation information of a classroom interaction instrument and reports associations between students' perceptions of teacher-student interactions and science related attitudinal measures. A sample of 1,188 students in ten secondary schools in Brunei completed the Questionnaire on Teacher Interaction (QTr) instrument. Significant associations between students' perceptions of teacher-student interactions and gender of students were found. The results indicated that female students perceived more positively the leadership displayed by their teacher and the understanding and helping/friendly behaviors of their teachers. It was also found that out of eight QTI scales five scales were associated with the enjoyment of science lessons and attitude to inquiry.

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## **The Questionnaire on Teacher Interaction: Assessing Information Transfer in Single and Multi-Teacher Environments**

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Abstract: The Questionnaire on Teacher Interaction (QTI) has been used to assess teacher behavior from the perspective of students in order to provide feedback to teachers about their communication and teaching style. In this article we argue that it may also be valuable in determining how students perceive teachers' attitudes toward them, or "information transfer" from teachers to students. However, in order to use this device to assess aspects of students' overall experience of social interactions at high school, where a different teacher teaches each subject, it is necessary to modify the manner in which it is administered. In this pilot study, the QTI was administered to a sample consisting of 64 high school students and 35 elementary school students to determine whether its psychometric properties would be preserved under these conditions. The two dimensions underlying the model were replicated in each sample, although the expected pattern of the QTI's scales was not reproduced exactly in either sample. The QTI may prove to be a useful instrument for examining aspects other than teacher behavior, and may be used to determine the importance of teacher behavior on students' academic performance and social anxiety.

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