

Student and teacher interaction: questions

Psychology



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Running Head: Research Questions and Teacher Interaction: Research Questions
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Introduction

Research into behavioral aspects of student teacher interaction is a multivariable domain. Meaning thereby, a quite wide range of qualitative and quantitative questions required to be answered to refine the understanding of interaction at various levels. Beside several environmental and psychological openings, the research topic offers a scope for investigations into various age factors. This may include the studies of behavioral expectations and interaction patterns among specific students and teachers age groups. This research will focus the impact of age on student teacher interaction.

Research Questions

- a. Investigate the relevance of age and the behavioral requirement of different age groups in order to determine the quality of interaction among various age brackets. This may include the inquiries into interaction patterns and finding out the best practices for various age brackets.
- b. Determine the quantitative aspects of interaction like the frequency of formal and informal interactions and the relevance of group size for a specific age group.

The research questions offer inquiries into quantitative and qualitative aspects of student teacher interaction and its interplay with age. A wide range of literature review is required to be conducted to ensure the incorporation of various theories and previous researches in various related fields of study.

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The age of a student and teacher, group size and frequency of interactions are three basic variables used in this research. The relationship of these variables will help to explore the student and teacher interaction. The research will further investigate the effects of varying quantitative factors on the quality of interaction and student teacher relationship. The depth of the research will depend heavily on the variance of these variables. The age will act as an independent variable whereas the group size and frequency of interaction will depend on the independent variable. Similarly, the research can provide interesting insights into the students and teachers interactions if dependant and independent variables are interchanged.

This interchange of dependent and independent variables can be used to exploit further explorations and explanations in research results.

Manipulation of variable is quite admissible and ethical in experimental researches but non-experimental research does not provide this leverage to a researcher. Johnson and Larry (2010) have pointed out this limitation and states, “ Independent variables used in non-experimental research frequently cannot be manipulated because it is either impossible or unethical to manipulate them.”

The research will help to provide insight into various aspects of interaction among students and teachers depending on age groups, the impact of groups size and frequency of interaction on various interaction patterns. The study of these variables will further help to determine the best practices for student teacher interactions and will generate various other research openings to further strengthen the research hypothesis. The research will help to improve various aspects of student teacher interaction through variability of dependent and independent variables.

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References

Johnson, Burke and Larry, B. Christensen. (2010). Educational Research: Quantitative, Qualitative, and Mixed Approaches. USA: SAGE Publishers Inc.