

## ADVANTAGES OF FLANDERS INTERACTION METHOD

"A bold step in the right direction to improve the quality of education."

- ✿ It is used for in-service teachers.
- ✿ It provides feedback to the pupil-teacher.
- ✿ It is an analytical method to know the classroom activities.
- ✿ It is useful in micro-teaching.
- ✿ It is an effective instrument to measure the social-emotional environment of the class.
- ✿ It is useful for theory of teaching.

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## LIMITATIONS OF FLANDERS INTERACTION METHOD

It consumes much time in preparing 10x10 matrix without which interpretation is not possible.

Less attention is being paid towards the pupil talk.

The observer should be trained and reliable.

It needs automation or continuous flow of analysis to collect the data which is not possible completely.

Some behaviours are left unseen.

# Observation - 1

Name of Pupil Teacher - \_\_\_\_\_

Class - VIII

Subject - S.St.

Topic - Harappan

Duration - 20 min

Civilization

Observer - \_\_\_\_\_

Encoding -

5, 5, 6, 10, 10, 6, 7, 10, 4, 10, 7, 4, 8, 4, 8, 2,  
 4, 8, 8, 2, 5, 5, 5, 5, 10, 5, 4, 8, 2, 3, 4, 10, 4,  
 8, 2, 3, 3, 7, 5, 5, 5, 10, 4, 8, 2, 3, 7, 5, 5, 5,  
 10, 4, 8, 4, 8, 10, 10, 9, 3, 5, 5, 5, 5, 4, 8, 4,  
 2, 4, 8, 4, 10, 10, 4, 8, 2, 3, 7, 5, 5, 5, 10, 4, 8, 2,  
 3, 7, 5, 5, 5, 10, 4, 8, 4, 8, 10, 10, 9, 3, 5, 5, 5, 5,  
 5, 4, 8, 4, 2, 4, 8, 4, 10, 4, 8, 2, 3, 5, 5, 5, 5, 5,  
 10, 5, 5, 6, 10, 5, 5, 5, 5, 9, 5, 4, 8, 3, 5, 5, 5, 5, 5, 4, 8,  
 5, 5, 5, 5, 4, 10, 4, 8, 2, 5, 5, 5, 5, 5, 5, 6, 5, 5, 10,  
 5, 5, 5, 5, 6, 10, 10, 10, 9, 5, 5, 4, 8, 8, 2, 4, 8, 5, 5,  
 5, 5, 5, 10, 4, 8, 6, 8, 8, 2, 4, 8, 4, 4, 5, 7, 10, 5, 5, 5,  
 5, 6, 10, 4, 8, 4, 8, 4, 4, 8, 4, 10, 4, 8, 2, 5, 5, 5, 5,  
 5, 10, 5, 5, 6, 10, 5, 5, 5, 5, 9, 5, 4, 8, 3, 5, 5, 5, 6, 5,  
 10, 4, 7, 10, 9, 2, 6, 5, 5, 5, 10, 10, 10, 9, 5, 10, 10,  
 10, 9, 2, 6, 5, 5, 5, 4, 8, 8, 2, 6, 5, 5, 5, 10, 10, 10, 9, 5,  
 10, 10, 4, 8, 8, 3, 2, 6, 5, 5, 5, 4, 8, 8, 2, 6, 5, 5, 5,  
 4, 8, 8, 2, 4, 8, 5, 5, 5, 5, 5, 5, 5, 10, 4, 8, 4, 8, 10, 5,  
 5, 4, 4, 10, 6, 4, 8, 2, 4, 10, 4, 8, 10, 4, 10, 8, 6, 4, 6,  
 5, 5, 5, 5, 5, 5, 5, 5, 10, 5, 10, 5, 10, 5, 5, 5, 5, 10, 4,  
 8, 2, 10, 5, 5, 5, 5, 4, 8, 3, 5, 5, 5, 4, 9, 5, 5, 9,

5, 5, 9, 4, 8, 4, 1, 5.

Decoding — One is simply required to add 10 in the starting and in the ending of the recorded events.

After this step interaction table is made.

## Construction of Interaction Mix or Matrix

Procedure for Pairs Marking Matrix

Classroom Activities Categories	Tally
Pair	
Added ten category 10 } 1st	1
Teacher gives direction 6 } 1	1
None is speaking 10 } 2nd	1
Teacher shows authority 7 } 3rd	1
Teacher gives direction 6 } 4th	1
Accepts the students feeling 1 } 5th	1
Gives direction 6 } 6th	1
Teacher asks question 4 } 7th	1

Pupil Response	8 <sup>th</sup> [ 4	8 ] 9 <sup>th</sup>	1
Continue responding	10 <sup>th</sup> [ 8	8 ]	1
Teacher praises	10 <sup>th</sup> [ 2	2 ] 11 <sup>th</sup>	1
Teacher gives direction	12 <sup>th</sup> [ 6	6 ]	1
Added ten category	12 <sup>th</sup> [ 10	10 ]	1

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## INTERACTION PAIR TABLE

S.NO	PAIRS	S.NO	PAIRS	S.NO	PAIRS
1	10, 5	27	5, 4	53	4, 8
2	5, 5	28	4, 8	54	8, 2
3	5, 6	29	8, 2	55	2, 3
4	6, 10	30	2, 3	56	3, 7
5	10, 10	31	3, 4	57	7, 5
6	10, 6	32	4, 10	58	5, 5
7	6, 7	33	10, 4	59	5, 5
8	7, 10	34	4, 8	60	5, 10
9	10, 4	35	8, 2	61	10, 4
10	4, 10	36	2, 3	62	4, 8
11	10, 7	37	3, 3	63	8, 4
12	7, 4	38	3, 7	64	4, 8
13	4, 8	39	7, 5	65	8, 10
14	8, 4	40	5, 5	66	10, 10
15	4, 8	41	5, 5	67	10, 9
16	8, 2	42	5, 10	68	9, 3
17	2, 4	43	10, 4	69	3, 5
18	4, 8	44	4, 8	70	5, 5
19	8, 8	45	8, 2	71	5, 5
20	8, 2	46	2, 3	72	5, 5
21	2, 5	47	3, 7	73	5, 5
22	5, 5	48	7, 5	74	5, 4
23	5, 5	49	5, 5	75	4, 8
24	5, 5	50	5, 5	76	8, 4
25	5, 10	51	5, 10	77	4, 2
26	10, 5	52	10, 4	78	2, 4

S.NO	PAIRS	S.NO	PAIRS	S.NO	PAIRS
79	4,8	107	10,9	135	6,10
80	8,4	108	9,3	136	10,5
81	4,10	109	3,5	137	5,5
82	10,10	110	5,5	138	5,5
83	10,4	111	5,5	139	5,5
84	4,8	112	5,5	140	5,9
85	8,2	113	5,5	141	9,5
86	2,3	114	5,4	142	5,4
87	3,7	115	4,8	143	4,8
88	7,5	116	8,4	144	8,3
89	5,5	117	4,2	145	3,5
90	5,5	118	2,4	146	5,5
91	5,10	119	4,8	147	5,5
92	10,4	120	8,4	148	5,5
93	4,8	121	4,10	149	5,5
94	8,2	122	10,4	150	5,5
95	2,3	123	4,8	151	5,4
96	3,7	124	8,2	152	4,8
97	7,5	125	2,3	153	8,5
98	5,5	126	3,5	154	5,5
99	5,5	127	5,5	155	5,5
100	5,10	128	5,5	156	5,5
101	10,4	129	5,5	157	5,4
102	4,8	130	5,5	158	4,10
103	8,4	131	5,10	159	10,4
104	4,8	132	10,5	160	4,8
105	8,10	133	5,5	161	8,2
106	10,10	134	5,6	162	2,5

S.NO	PAIRS	S.NO	PAIRS	S.NO	PAIRS
163	5,5	192	5,5	221	8,4
164	5,5	193	5,5	222	4,10
165	5,5	194	5,10	223	10,4
166	5,5	195	10,4	224	4,8
167	5,5	196	4,8	225	8,2
168	5,6	197	8,6	226	2,5
169	6,5	198	6,8	227	5,5
170	5,5	199	8,8	228	5,5
171	5,10	200	8,2	229	5,5
172	10,5	201	2,4	230	5,5
173	5,5	202	4,8	231	5,10
174	5,5	203	8,4	232	10,5
175	5,5	204	4,4	233	5,5
176	5,6	205	4,5	234	5,6
177	6,10	206	5,7	235	6,10
178	10,10	207	7,10	236	10,5
179	10,10	208	10,5	237	5,5
180	10,9	209	5,5	238	5,5
181	9,5	210	5,5	239	5,5
182	5,5	211	5,5	240	5,9
183	5,4	212	5,6	241	9,5
184	4,8	213	6,10	251	5,4
185	8,8	214	10,4	261	4,8
186	8,2	215	4,8	262	8,3
187	2,4	216	8,4	263	3,5
188	4,8	217	4,8	264	5,5
189	8,5	218	8,4	265	5,5
190	5,5	219	4,4	266	5,6
191	5,5	220	4,8	267	6,5



PAIRS	S.NO.	S.NO.	PAIRS	S.NO.	PAIRS
5,10	268	297	8,8	326	4,10
10,4	269	298	8,2	327	10,6
4,7	270	299	2,6	328	6,4
7,10	271	300	6,5	329	4,8
10,9	272	301	5,5	330	8,2
9,2	273	302	5,5	331	2,4
2,6	274	303	5,4	332	4,10
6,5	275	304	4,8	333	10,4
5,5	276	305	8,8	334	4,8
5,5	277	306	8,2	335	8,10
5,10	278	307	2,4	336	10,4
10,10	279	308	4,8	337	4,10
10,10	280	309	8,5	338	10,8
10,9	281	310	5,5	339	8,6
9,5	282	311	5,5	340	6,4
5,10	283	312	5,5	341	4,6
10,10	284	313	5,5	342	6,5
10,10	285	314	5,5	343	5,5
10,4	286	315	5,5	345	5,5
4,8	287	316	5,10	346	5,5
8,8	288	317	10,4	347	5,5
8,3	289	318	4,8	348	5,5
3,2	290	319	8,4	349	5,5
2,6	291	320	4,8	350	5,5
6,5	292	321	8,10	351	5,10
5,5	293	322	10,5	352	10,5
5,5	294	323	5,5	353	5,10
5,4	295	324	5,4	354	10,5
4,8	296	325	4,4	355	5,10

S, NO	PAIRS	S. NO	PAIRS	S, NO	PAIRS
10, 5	356	383	4, 8		
5, 5	357	384	8, 4		
5, 5	358	385	4, 1		
5, 5	359	386	1, 5		
5, 10	360	387	5, 10		
10, 4	361				
4, 8	362				
8, 2	363				
2, 10	364				
10, 5	365				
5, 5	366				
5, 5	367				
5, 5	368				
5, 4	369				
4, 8	370				
3, 5	371				
5, 5	372				
5, 5	373				
5, 4	374				
4, 9	375				
9, 5	376				
5, 5	377				
5, 9	378				
9, 5	379				
5, 5	380				
5, 9	381				
9, 4	382				

# PROCEDURE OF FLANDERS

## INTERACTION ANALYSIS

Encoding and Decoding are the two ways or processes of interaction analysis.

### Encoding Process -

The use of this method needs special training and practice. The observer sits in the class at a place from where he can have view of all the participants and hear the voices clearly. The activities of pupils and teachers are noted under the ten categories which are in reference after the span of every 3 seconds. The serial number of that category is recorded by the observer on the data sheet. Hence 20 - 25 observations are recorded in every minute.

Example - When teacher is lecturing the observer puts 1, when replies he puts 8, when praises he puts 2, when he sits puts 6.