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INTAKT

A Theoretical Conceptualization of the Quality of Pedagogical Interactions. A 2*3*2 Systematic

Theoretical Foundation

- Social constructivism
 Collins et al., 1989; Piaget, 1970/2016; Rogoff, 1990; Vygotsky, 1930-1934/1978
- Symbolic interactionism
 Blumer, 1969; Mead, 1934
- Psychology of communication
 Beattie & Ellis, 2017; Watzlawick et al., 1967
- Psychology of social perception
 Hall et al., 2016

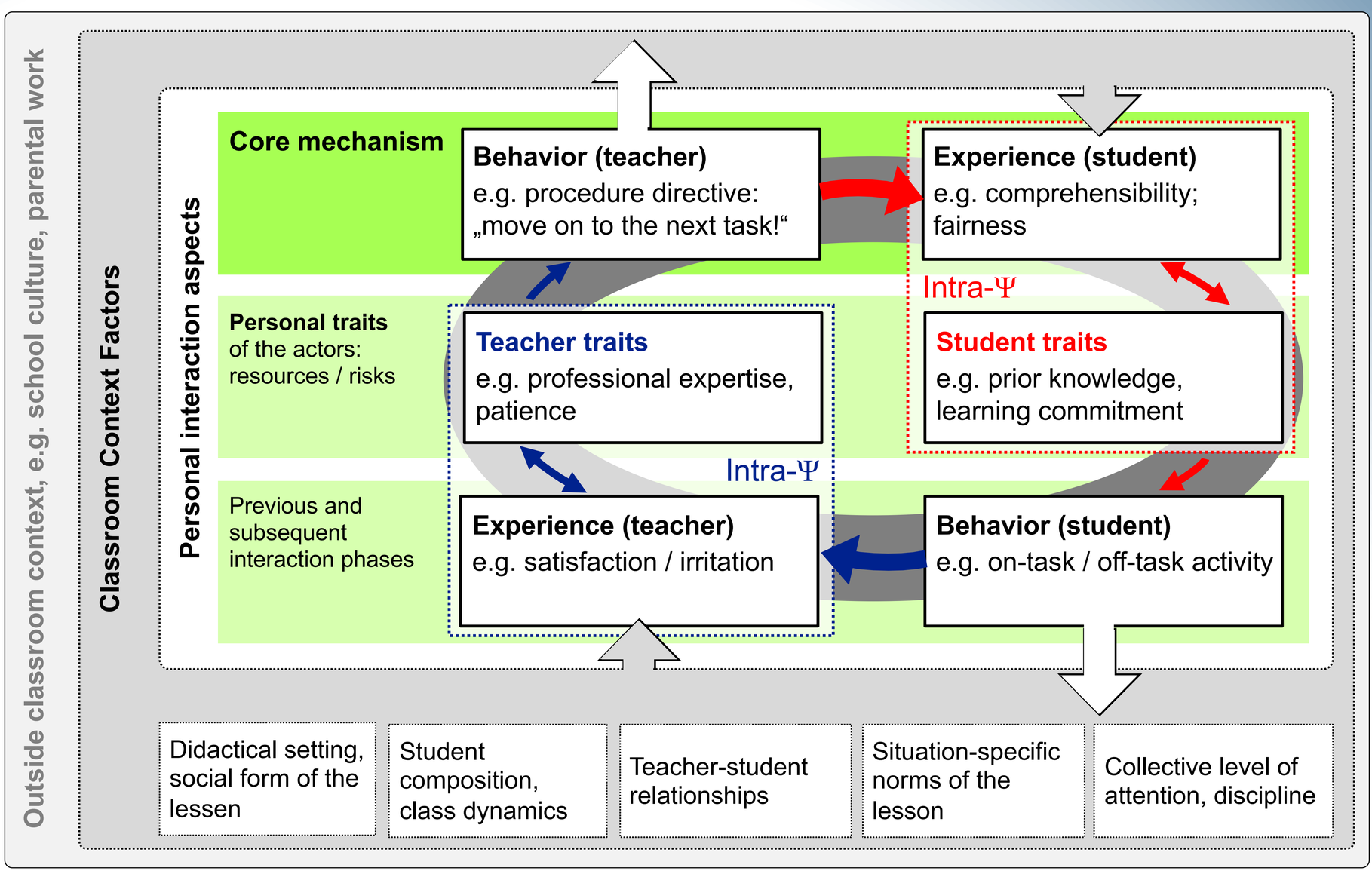


Figure 1
Theoretical process model of pedagogical interactions

Three concepts for a novel systematization of the quality of pedagogical interactions

Supply-use model of teaching quality
→ 2 actors
teacher provides learning opportunities;
students use these learning opportunities
Fend, 1980; Helmke, 2009; Reusser & Pauli, 2010; Vieluf et al., 2020

Empirical findings on teaching quality
→ 3 generic domains
organization; climate; knowledge co-construction
Klieme et al., 2001; Pianta & Hamre, 2009

Theoretical process model (cf. above)
→ 3 interactional core processes
behavior; behavior perception;
general experience
Eckstein et al., 2016; Wettstein, 2012

Table 1
Systematization of exemplary high-quality features of pedagogical interactions in a 2*3*3 matrix

	Teacher		Student
	Classroom management	**Organisation**	**Attention and discipline**
Behavior	Introduces rules; enforces routines		Adhere to rules; use autonomy latitude productively
B. perception	Accurately recognizes the students‘ disciplinary behavior as compliant		Perceive the teacher‘s classroom management as fair and competent
G. experience	Has high self-efficacy beliefs related to classroom management		Know the rules, routines and consider them appropriate
	Emotional and motivational support	**Climate**	**Emotion, motivation and social inclusion**
Behavior	Signals closeness, warmth; responds to the students‘ emotional needs		Show respectful, helpful, friendly social behavior in class
B. perception	Accurately recognizes the students‘ social behavior as prosocial		Perceive the teacher‘s behavior as emotionally affectionate
G. experience	Has a high level of emotional well-being, job-related satisfaction		Are cheerful; feel comfortable; trust the teacher
	Cognitive acitvation and instructional support	**Knowledge co-construction**	**Learning and understanding**
Behavior	Explains content correctly, comprehensibly		Work persistently on tasks, with concentration
B. perception	Accurately recognizes the students‘ cognitive activity as committed		Perceive the teacher‘s instructions, explanations as comprehensible
G. experience	Has high self-efficacy beliefs related to imparting curriculum		Experience "aha" moments; are interested in the curriculum

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