IMMEDIACY, ENSEMBLE SETUP, & USE OF CLASSROOM SPACE

A QUASI-EXPERIMENTAL STUDY OF SECONDARY BAND AND ORCHESTRA TEACHERS

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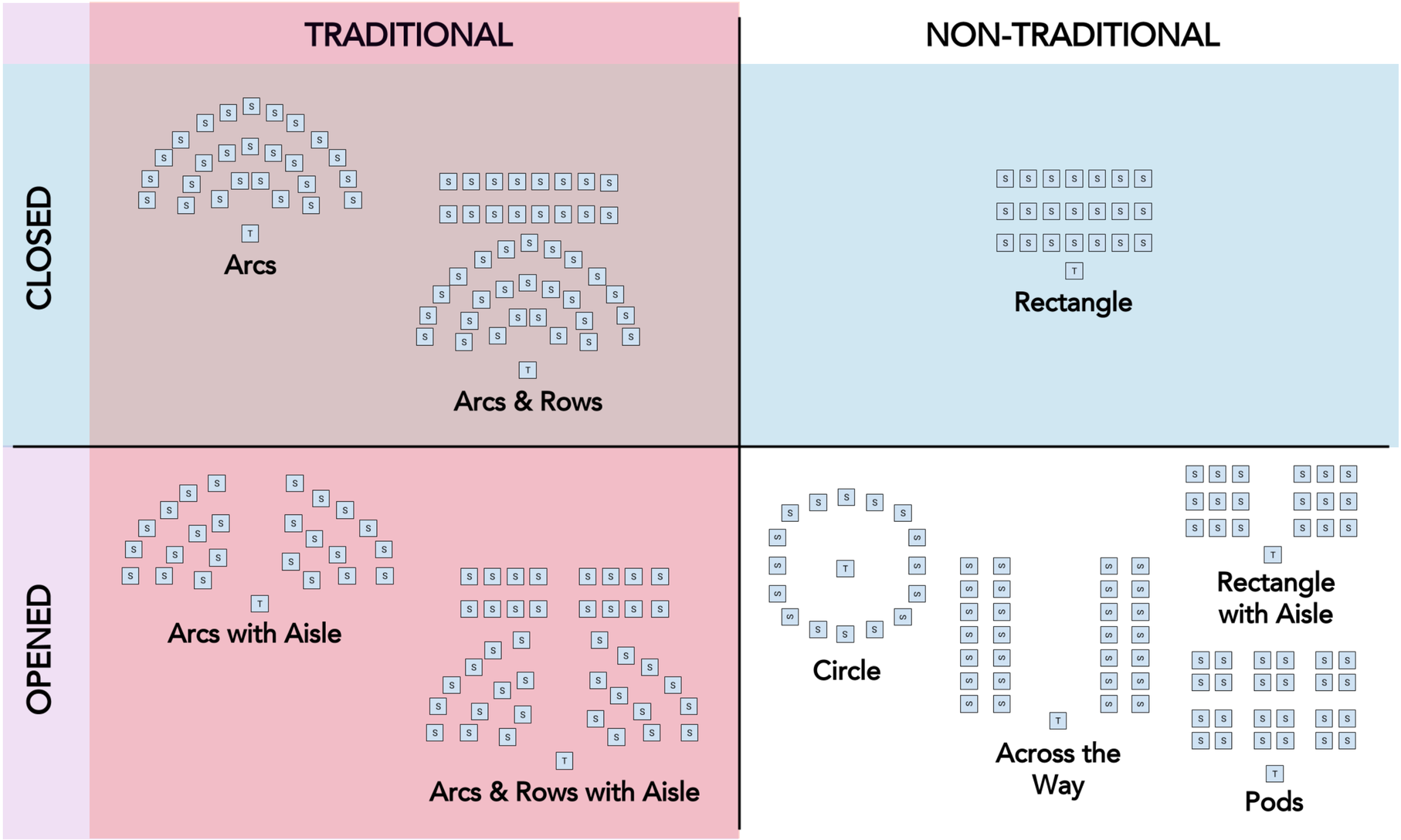
DEFINING TERMS (1/2)

- Immediacy - “Refers to nonverbal teacher behaviors which increase nonverbal interaction with students and which communicate (psychological) closeness” (Andersen et al., 1981, p. 377)
- Use of Classroom Space - Also understood as “teacher mobility” within the classroom space, teacher proximity to students, and/or “move toward and among” behaviors
- Ensemble Setups - Traditional closed, traditional opened, non-traditional closed, and non-traditional opened

DEFINING TERMS (2/2)



REVIEW OF LITERATURE (1/3)

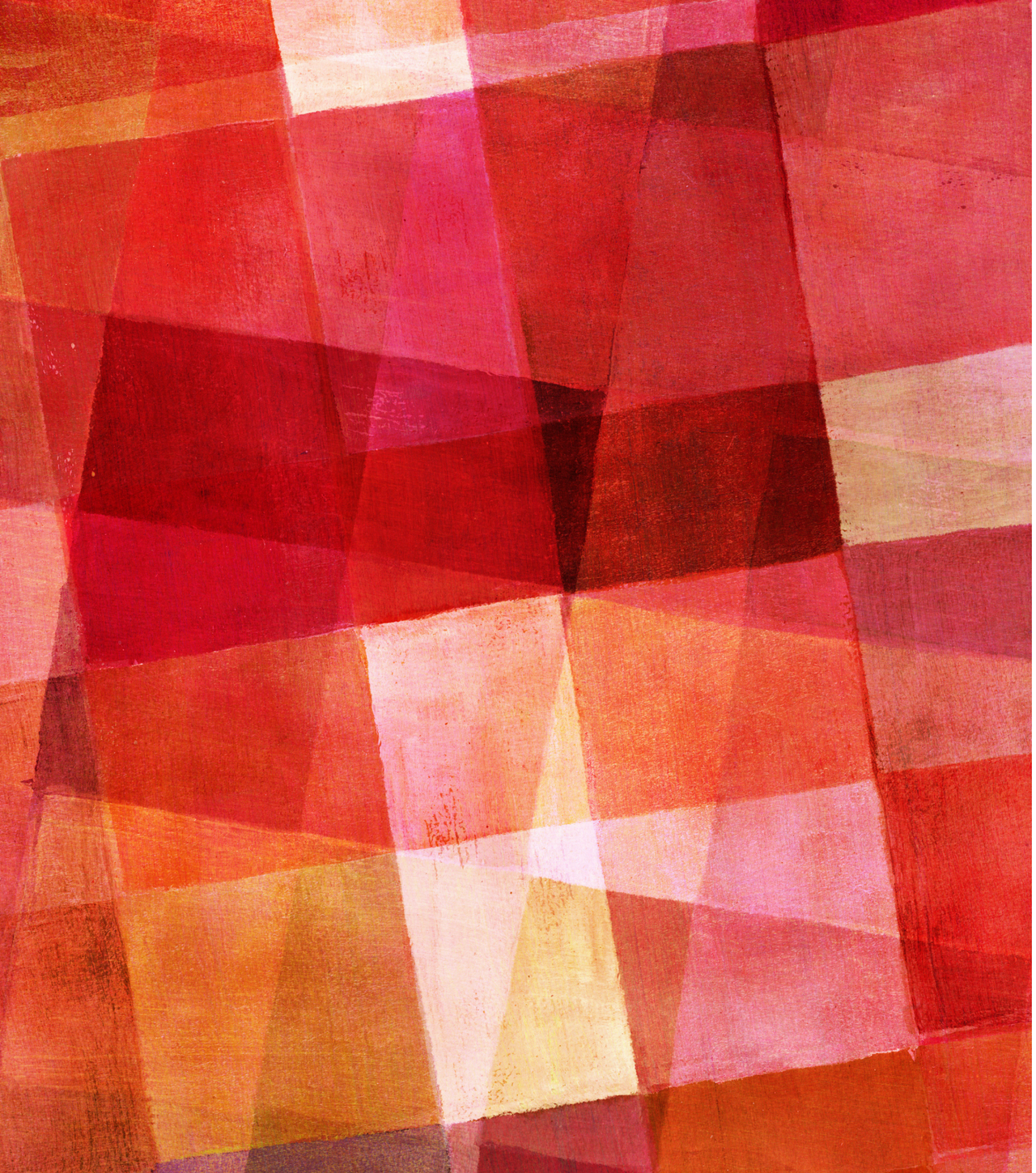
- “Classrooms are usually divided into territories where a teacher and students occupy given areas of traditional space. Arrangements are static, with the teacher’s desk at the front of the room and students seated in rows. More imaginative, fluid arrangements of desks and furniture influence the potential meaning of a learning context” (Galloway, 1970, p. 9)
- “Choral singers are exposed to the same power relations; they are visible to the director in the tower of the Panopticon who can not only see, but also presumably hear each and every singer” (O’Toole, 2005, p. 15)

REVIEW OF LITERATURE (2/3)

- General Education Research
  - Teacher immediacy related to improved affect (e.g., Andersen, 1978; Andersen et al., 1981; Baringer & McCroskey, 2000), motivation (e.g., Baringer & McCroskey, 2000; Christophel, 1990; Frymier, 1993), and possibly some cognitive benefits
  - Classroom setup has implications for student behavior and participation; for example, students seating in front row are more on-task (e.g., Axelrod et al., 1979; Marx et al., 1999; Schwebel & Cherlin, 1972; Wheldall et al., 1981)

REVIEW OF LITERATURE (3/3)

- Music Education Research
  - Nonverbal behaviors studied extensively in conducting (e.g., Byo & Austin, 1994, Price & Winter, 1991; VanWeelden, 2002; Yarbrough, 1975), one-on-one lessons (e.g., Kurkul, 2007; Levasseur, 1994; Wang, 2001; Zhukov, 2012), and large ensemble rehearsal (e.g., Yarbrough & Price, 1981)
  - Brewers & Rickels (2014) - 0.8% of posts related to “organization of physical space”
  - Teachout (1997) and Davis (2006) - “Move toward and among students” relatively less important teaching skill

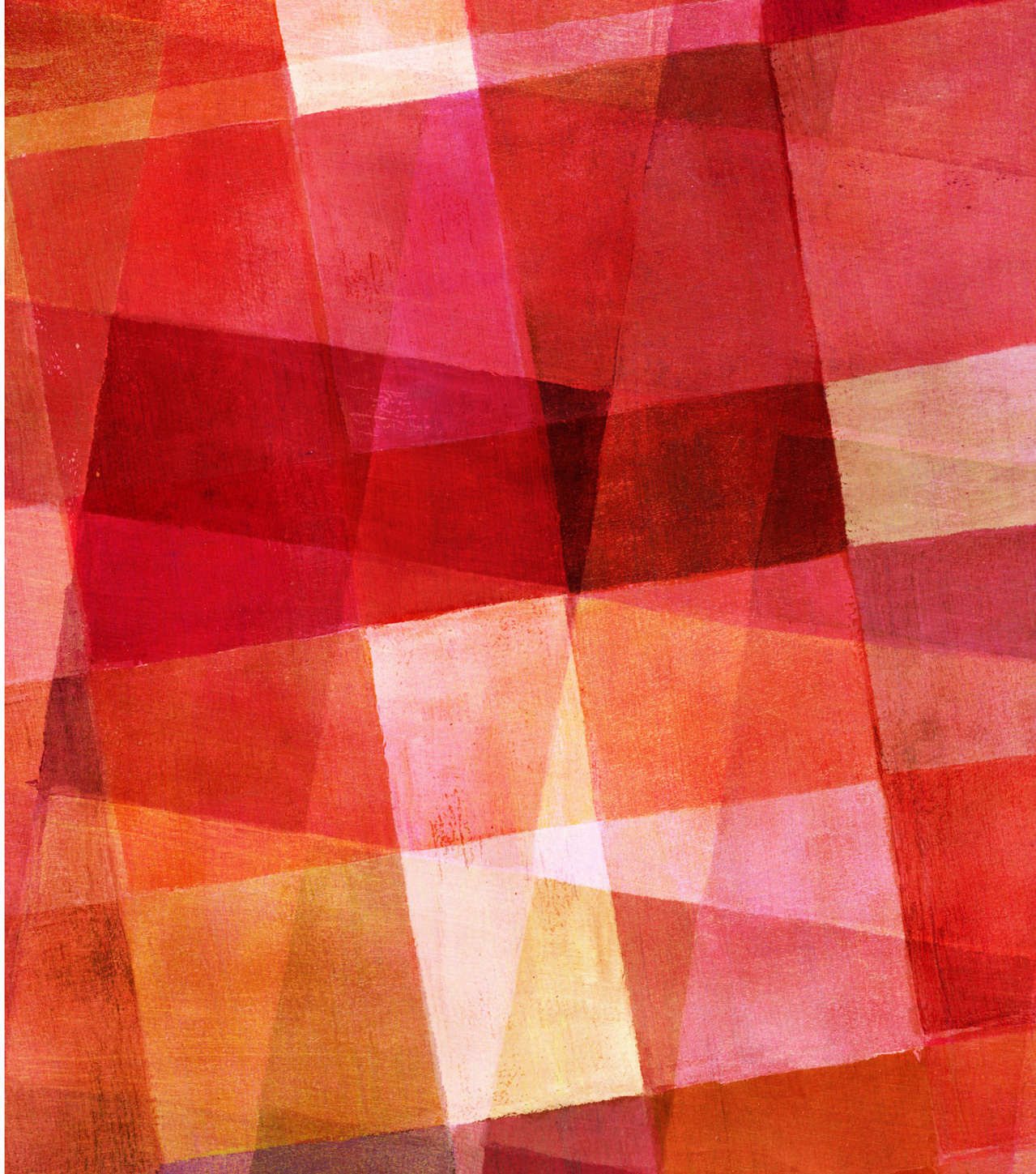


PURPOSE

- The purpose of this experiment was to explore the effect of (1) teacher immediacy, ensemble setup, and teacher use of space on (2) student affect, motivation, group cohesion, and students' perceptions of teacher immediacy in "closed" and "opened" setup conditions among secondary band and orchestra teachers.

RESEARCH QUESTIONS

- What is the effect of teacher immediacy, ensemble setup, and teacher use of space on students' affect, motivation, group cohesion, and perceptions of their teacher's immediacy?
- What is the relationship between teachers' and students' perceptions of immediacy, affect, motivation, and group cohesion?



METHOD (1/4)

- Recruitment
  - Previous survey study asked participants if they were interested in participating in a follow-up study (i.e., the present study), 300+ expressed interest
  - 104 teachers were contacted for participation, including those who indicated:
    - See students daily
    - One-to-one technology (e.g., iPads, Chromebooks, etc.)
    - More than a moderate amount of classroom flexibility
  - Nine teachers agreed to participate
  - Six successfully completed the study

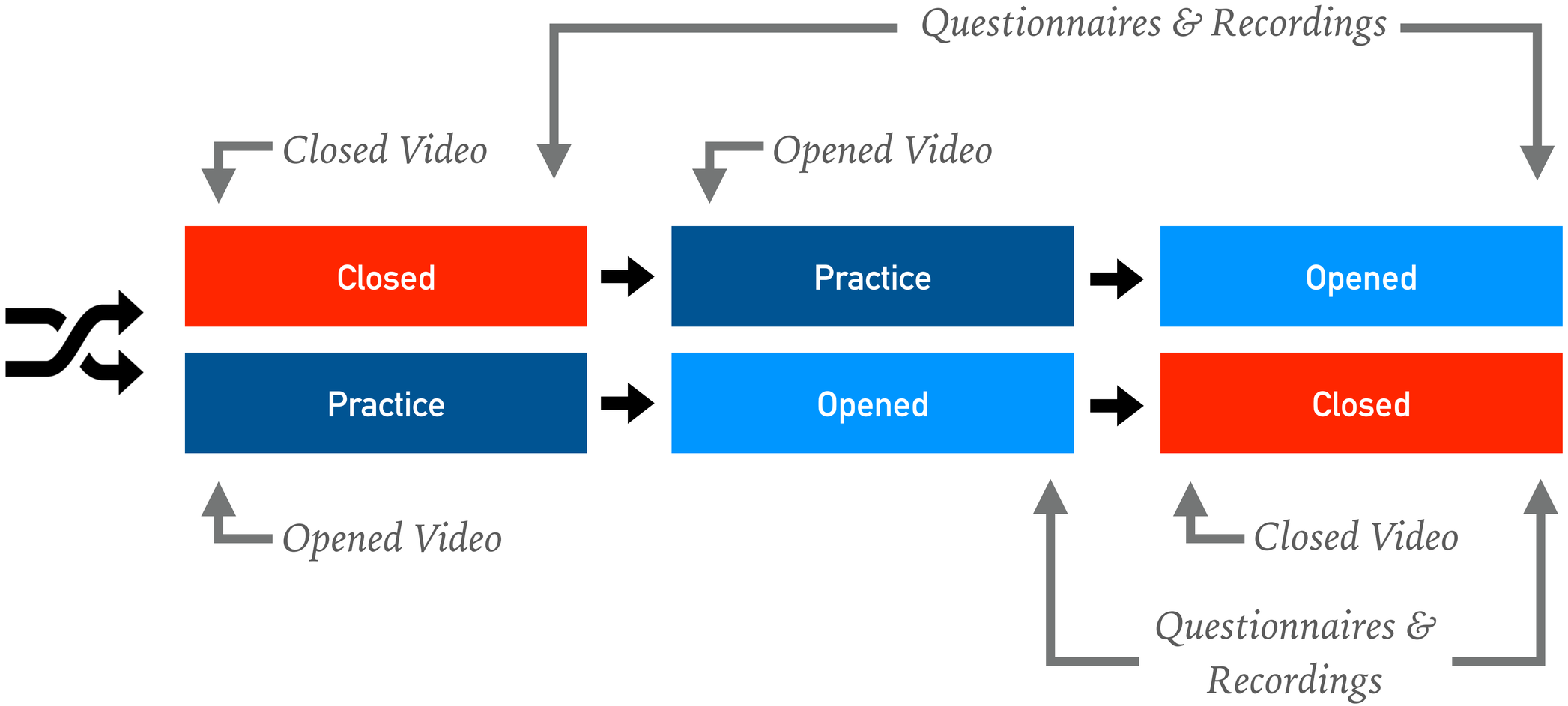
METHOD (2/4)

- Participants
  - Two teachers from Colorado, three from Indiana, and one from Pennsylvania
  - 2-34 years of experience
  - Four band teachers, two orchestra
  - 14 classes and 492 students invited to participate:
    - Three high school band classes ($n = 160$ students)
    - Nine middle school orchestra classes ($n = 299$)
    - Two middle school band classes ($n = 33$)
  - All six teachers and 379 students provided useable data

METHOD (3/4)

- Questionnaires
  - Nonverbal Immediacy Scale (Richmond, McCroskey, & Johnson, 2003) - “Immediacy measure” (teachers and students)
  - Positive and Negative Affect Scale (Watson, Clark, & Tellegen, 1988) - “Affect measure” (teachers and students)
  - Perceived Motivational Climate in Music Questionnaire (Matthews & Kitsantas, 2007) - “Motivation measure” (students only)
  - Group Environment Questionnaire (Matthews & Kitsantas, 2007) - “Group cohesion measure” (students only)

METHOD (4/4) – DESIGN



RESULTS (1/4) – EFFECT OF CLOSED VS OPENED (STUDENTS)

Table 2

Wilcoxon Signed Ranks Tests of Closed and Opened Conditions by Class (N = 14)

Measure	Closed Condition		Opened Condition		*Z*	*p*
	M	*SD*	*M*	*SD*		
Immediacy–Overall	92.06	4.81	88.09	4.70	-2.48	.013
Immediacy–Positive	3.48	0.28	3.40	0.26	-0.97	.331
Immediacy–Negative	1.81	0.17	2.06	0.17	-2.79	.005
Immediacy–Proximity	2.63	0.48	2.53	0.37	-0.91	.363
Immediacy–Move Close	2.93	0.58	2.76	0.42	-1.22	.221
Affect–Positive	32.46	3.10	33.68	3.54	-0.91	.363
Affect–Negative	15.71	2.40	17.66	1.73	-1.85	.064
Motivation–Task	3.77	0.38	3.68	0.52	-0.28	.778
Motivation–Ego	1.47	0.19	1.62	0.32	-1.53	.124
Cohesion–Social	5.73	0.43	5.61	0.60	-0.72	.470
Cohesion–Task	6.39	0.37	6.29	0.30	-0.84	.397

RESULTS (2/4) – EFFECT OF CLOSED VS OPENED (TEACHERS)

Table 3

Wilcoxon Signed Ranks Tests of Closed and Opened Conditions by Teacher

Measure	Closed Condition		Opened Condition		*Z*	*p*
	M	*SD*	*M*	*SD*		
Immediacy–Overall	92.00	3.89	93.40	6.42	-0.67	.500
Immediacy–Positive	3.93	0.12	4.05	0.22	-0.92	.357
Immediacy–Negative	2.26	0.28	2.26	0.35	-0.81	.414
Immediacy–Proximity	3.12	0.34	3.55	0.41	-1.73	.083
Immediacy–Move Close	3.50	0.54	3.80	0.44	-0.57	.564
Affect–Positive	39.50	4.03	39.40	4.98	-0.73	.465
Affect–Negative	18.33	4.80	16.80	4.08	-0.96	.336

Note. Due to some incomplete data, number of teacher participants teacher (N = 5-6) vary among each of the measures.

RESULTS (3/4) – RELATIONSHIPS BETWEEN TEACHER AND STUDENT REPORTS

- Closed condition:
  - Teacher proximity and student negative affect ($r_s = .82$, $p < .05$)
  - Teacher move close behavior and student cohesion-social ($r_s = -.87$, $p < .05$)
  - Teacher positive affect and student perception of positive immediacy ($r_s = .82$, $p < .05$)
- Opened condition:
  - Multiple strong correlations ($p < .01$) between teacher immediacy and student perceptions of proximity, move-close

RESULTS (4/4) – RELATIONSHIPS BETWEEN STUDENTS' MEASURES

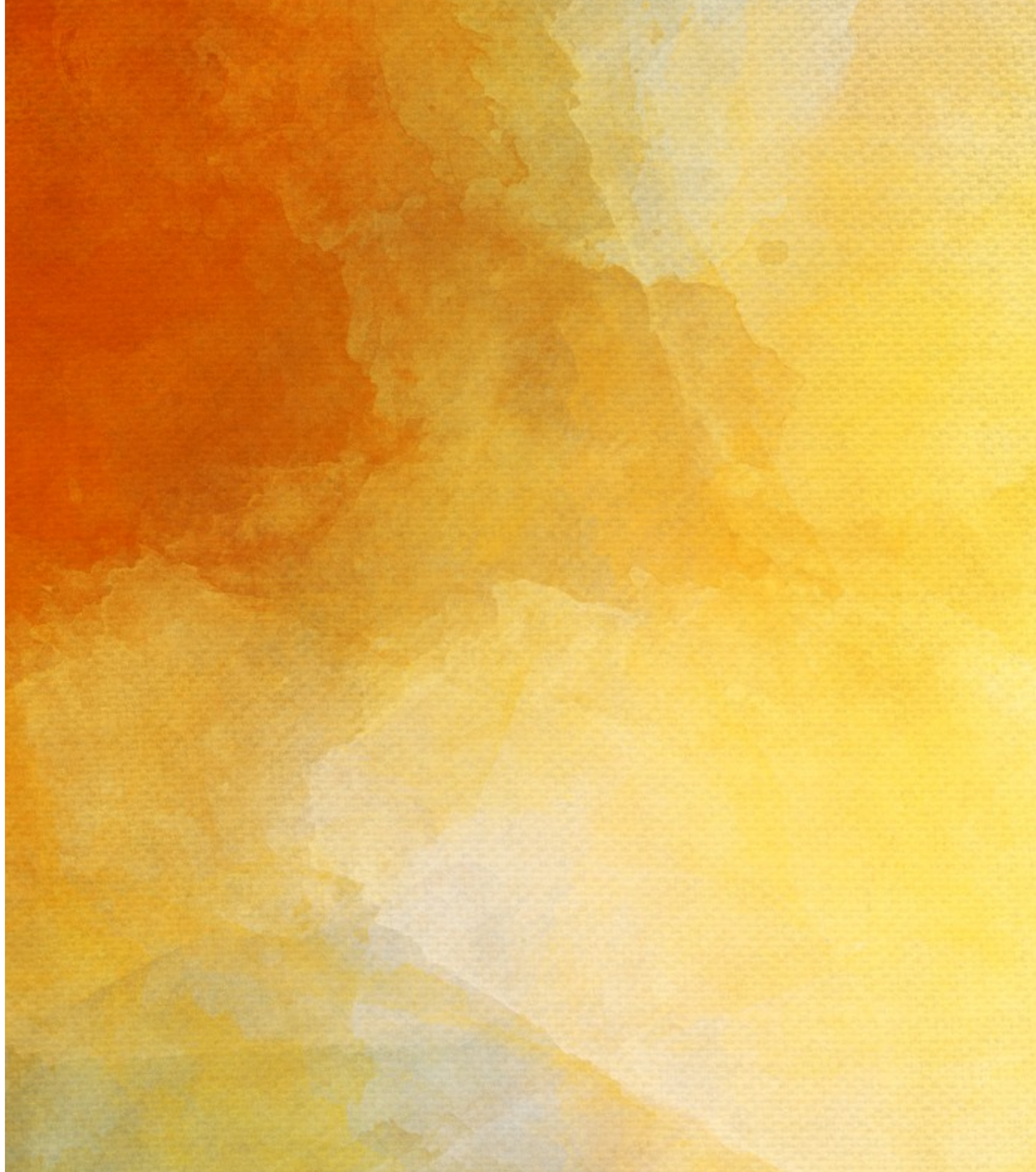
- Higher levels of student-reported teacher immediacy were:
  - Positively correlated with positive affect ($r_s = .46$, $p < .01$), motivation-task ($r_s = .53$, $p < .01$), cohesion-social ($r_s = .37$, $p < .01$), and cohesion-task ($r_s = .38$, $p < .01$)
  - Negatively correlated with negative affect ($r_s = -.23$, $p < .01$) and motivation-ego ($r_s = -.43$, $p < .01$)
- Correlations between (1) proximity items, and (2) affect, motivation, and group cohesion scores were all weak or non-significant

IMPLICATIONS (1/2)

- Long-term practice of “move toward and among” behaviors may be necessary to use naturally and comfortably
- Teacher educators need to encourage immediacy-related behaviors in preservice teachers broadly, but proximity-related behaviors specifically
- Students may associate our physical proximity as negative; reconsider and use our physical proximity as a positive, on-going, natural part of the large ensemble classroom

IMPLICATIONS (2/2)

- Reevaluate our assumptions about our use of ensemble setups to improve community, rapport, learning objectives
- Not enough to simply be more immediate, students must perceive our immediacy to improve affect, motivation, and group cohesion



THANK YOU!