You are disturbing! 2.0

The planned multi-methodical project targets the description and categorisation of the complex occurrence of classroom incivilities. The term classroom incivilities is used and has been defined inconsistently in theory and praxis. From teachers’ perspective classroom incivilities can be summarised as disciplinary problems in class, that have to be inhibited by an efficient classroom management. Nevertheless, for a breakdown of the complex structure of relationships and interaction, that is leading to interruptions in classrooms, we need a multi-perspective assessment. Therefore, this project is based on a systemic and co-constructivist theoretical background. A classroom incivility is basically defined by the common and relational appraisal of a situation by the teacher and his or her class. The aim of the planned study is to investigate the empirical correlation between the messages and responses by the teachers and the succeeding reactions by the learners. The different meanings of the verbal and non-verbal communication will be studied from the students’ and teachers’ perspectives during the progressing project.

Following a multi-method approach, this study uses a combination of student/teacher questionnaires and individual/group interviews to investigate the perceptions, appraisals, attitudes, beliefs, emotional responses and the subsequent behavior on the basis of concrete classroom situations. The study will take place over a period of two years in two separate stages: a quantitative questionnaire study with students ($N = 4000$) and their Math and Chemistry teachers and a qualitative follow-up interview study conducted with individuals only and in groups. Both data, quantitative and qualitative results will be combined in a third step to answer the question. The study is focused on the eighth and ninth grade, because students in that age are able to reflect their behavior in an elaborated way. The results will be used in teacher education and in ongoing training. They will be reflected on in seminars and evaluated over the whole period of time.