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Perspectives on teaching

**Content perspective**  
 – What is the subject/content that is taught?

**Pedagogical content perspective (Fachdidaktik)**  
 – How is the content taught?

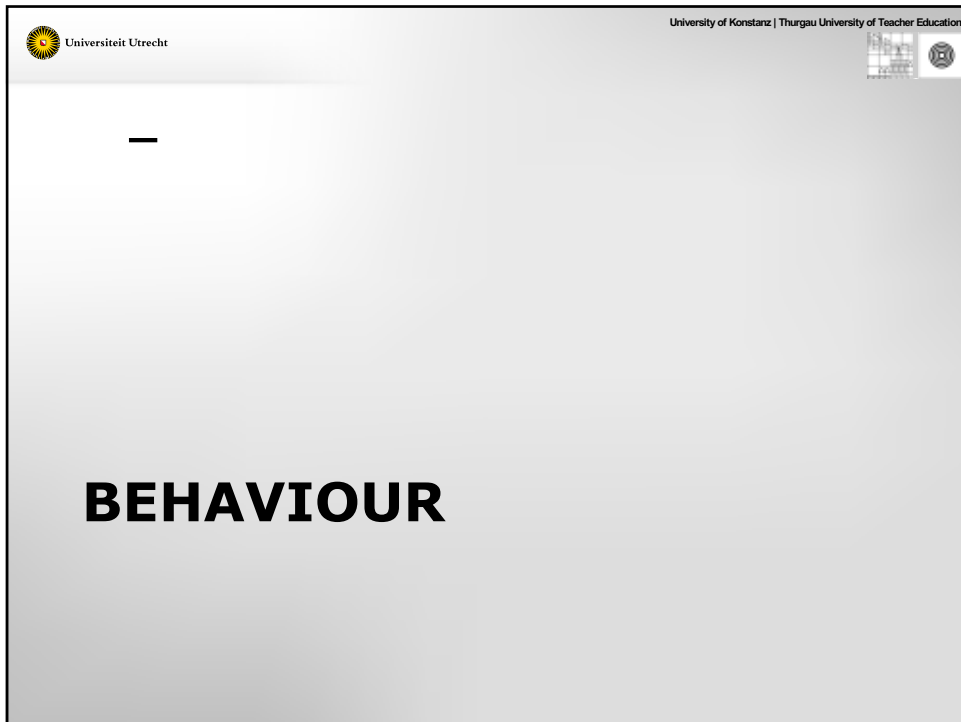
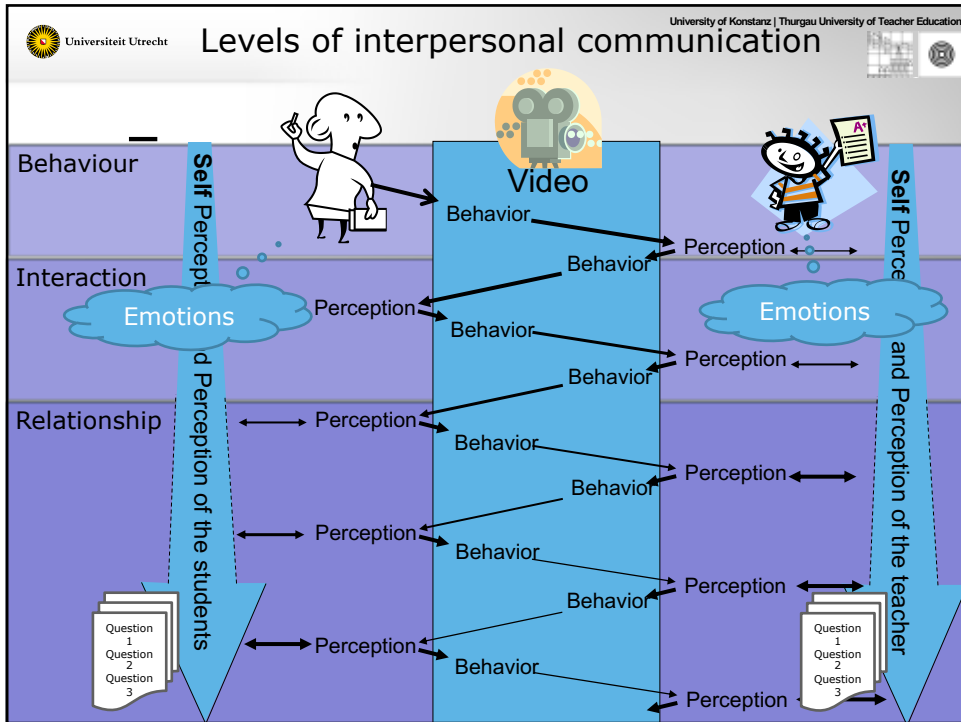
**Moral perspective (Pädagogik)**  
 – How is the personal/social/moral development of students influenced?

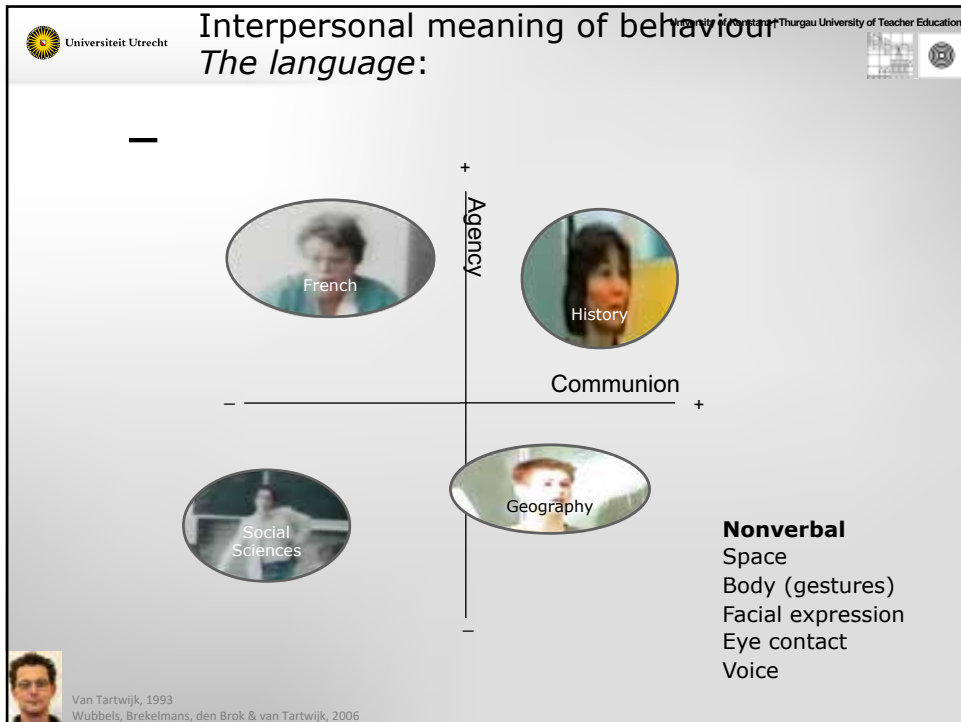
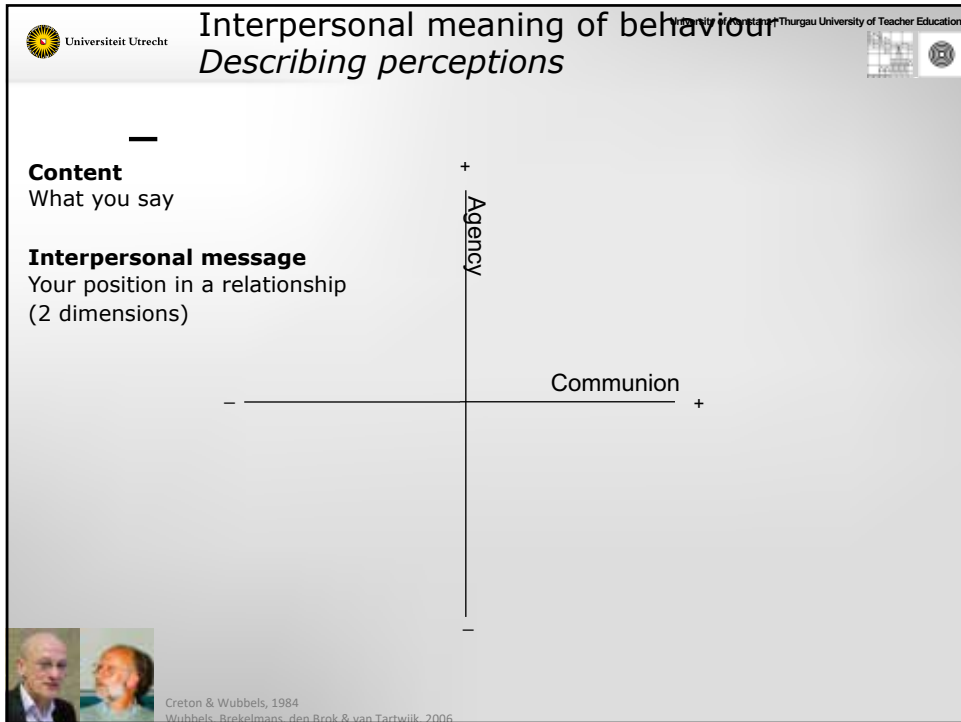
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**Interpersonal perspective**  
 – How does teacher behavior influence teacher-student communication / relationship?

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    graph TD
      A[Interpersonal perspective] --> B[Classroom management]
      A --> C[Motivation]
      A --> D[Job satisfaction and burnout]
      A --> E[Learning outcomes]
    
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# INTERACTION

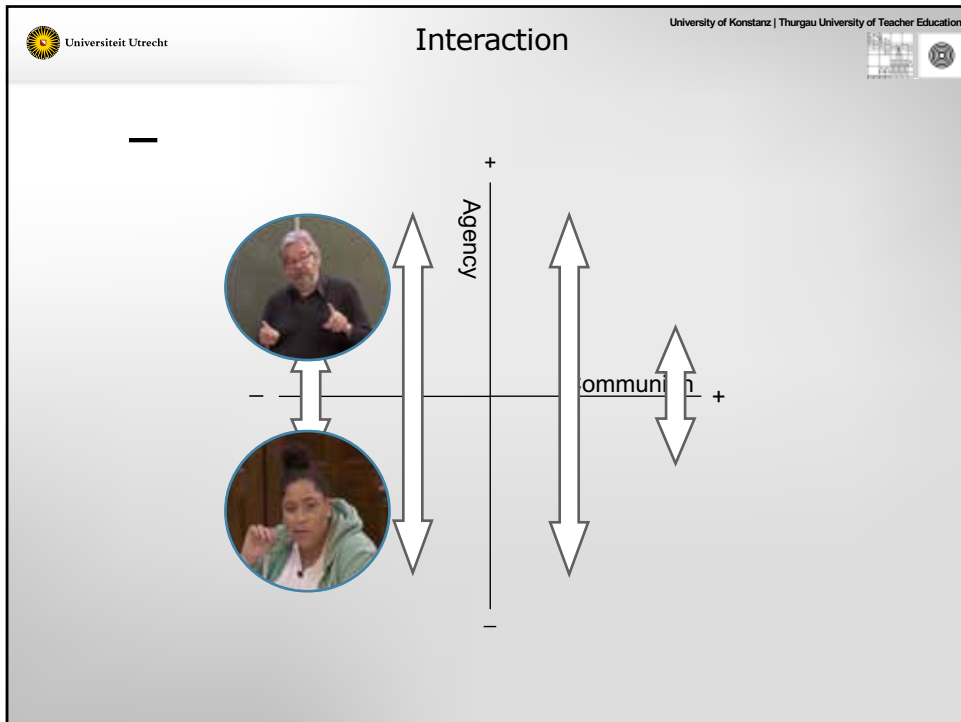
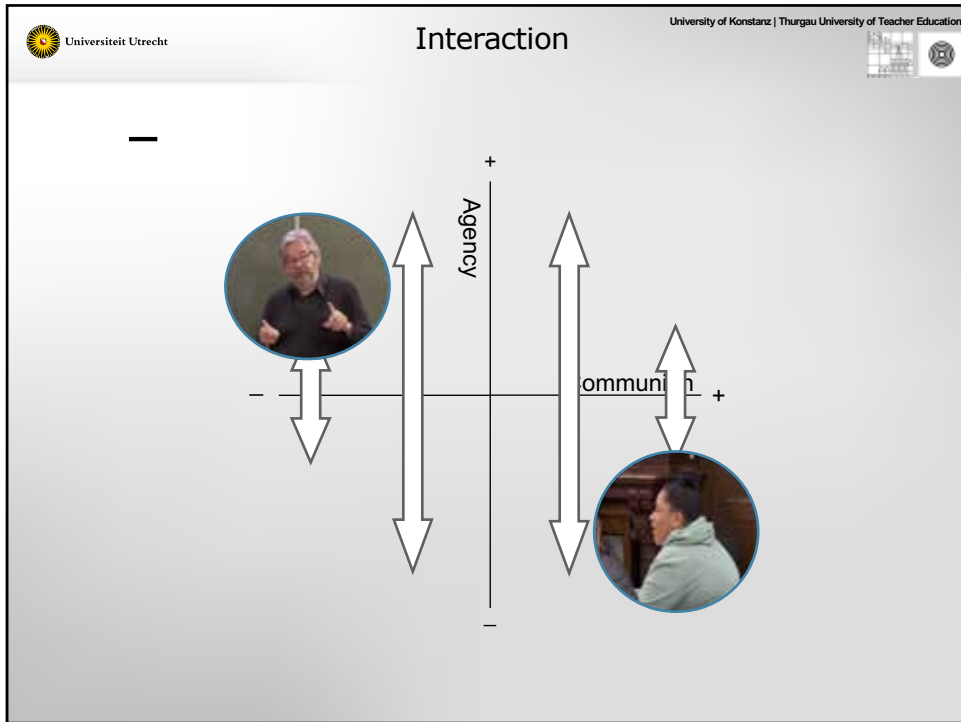
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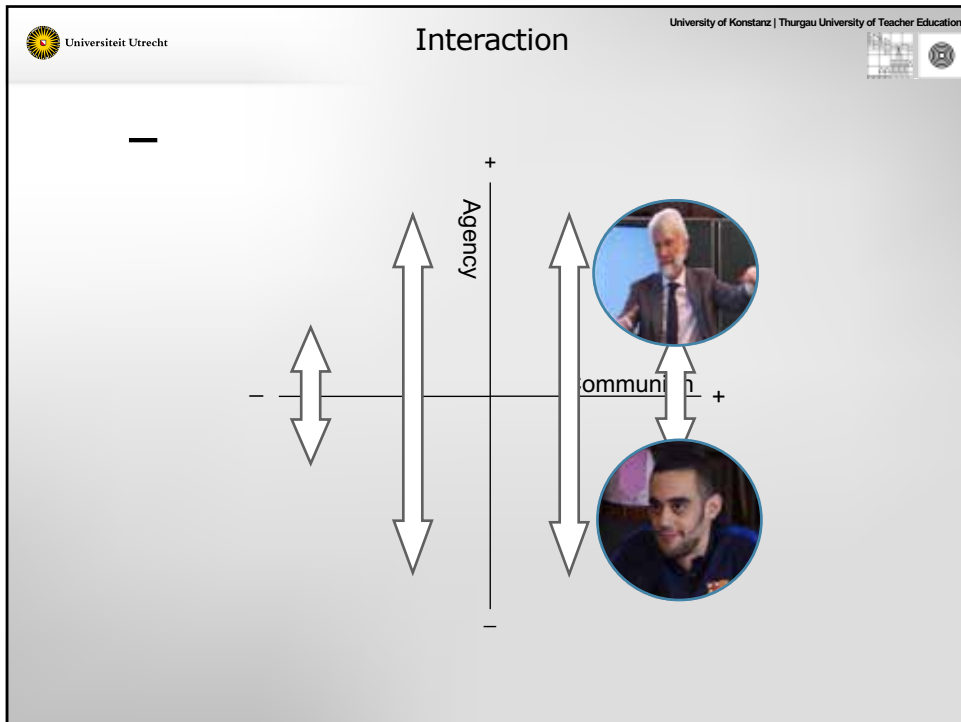
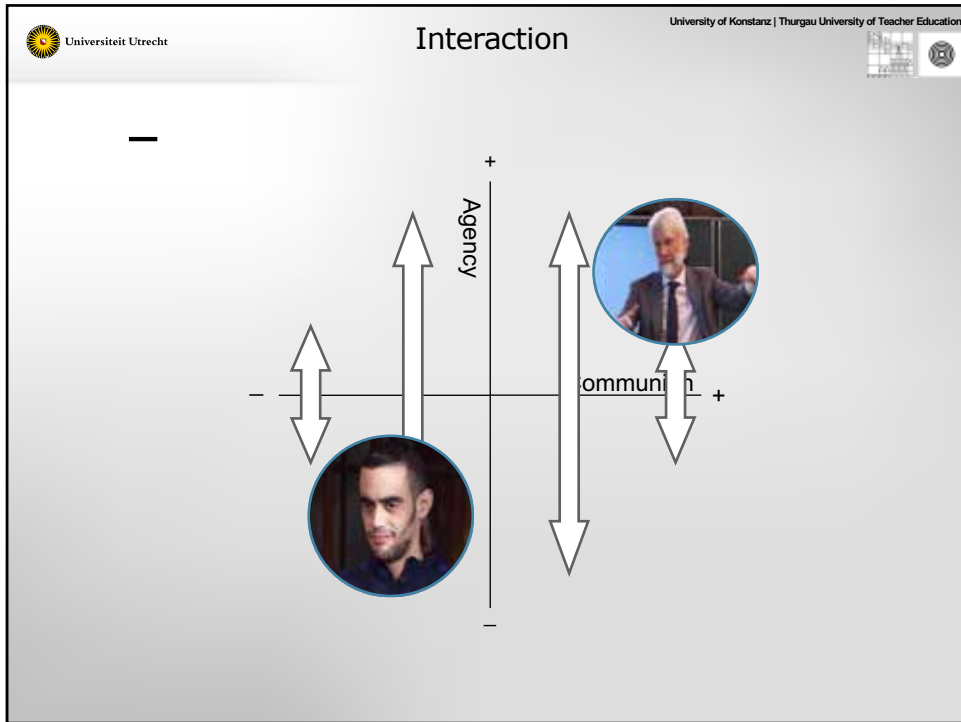
## Interaction

The diagram illustrates interaction models on a coordinate system. The vertical axis is labeled 'Agency' with a '+' sign at the top and a '-' sign at the bottom. The horizontal axis is labeled 'Community' with a '-' sign on the left and a '+' sign on the right. Two vertical double-headed arrows are positioned on the Agency axis, and two horizontal double-headed arrows are positioned on the Community axis. A blue arrow points from the text 'Complementarity' to the left side of the Agency axis.

Wubbels & Créton (1984)

Kiesler, 1983 Tracey, 1994





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Examples: Dream school

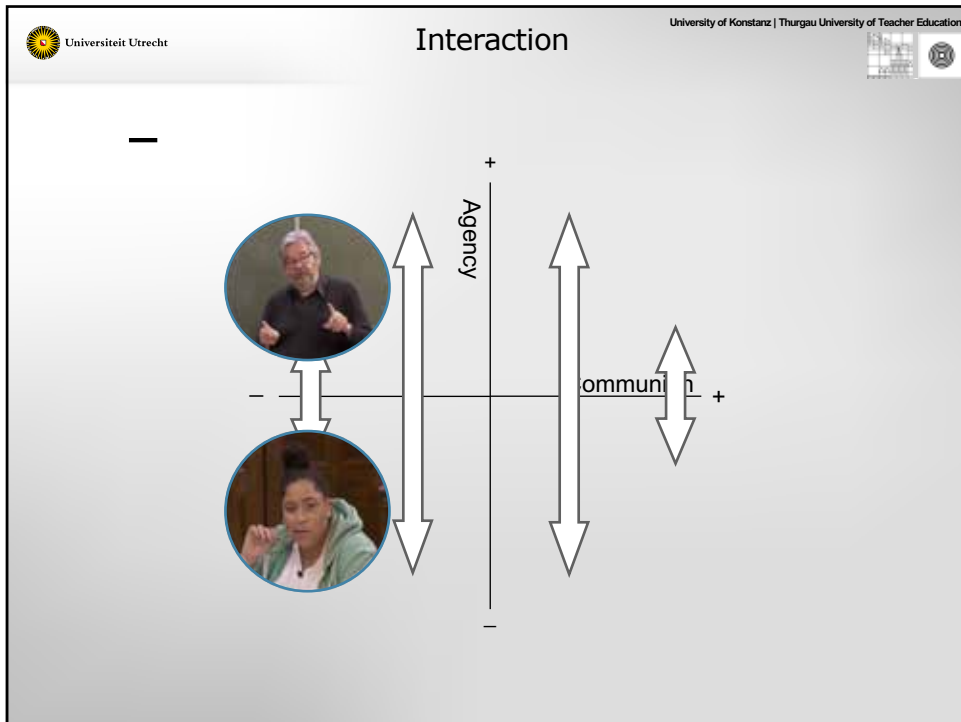
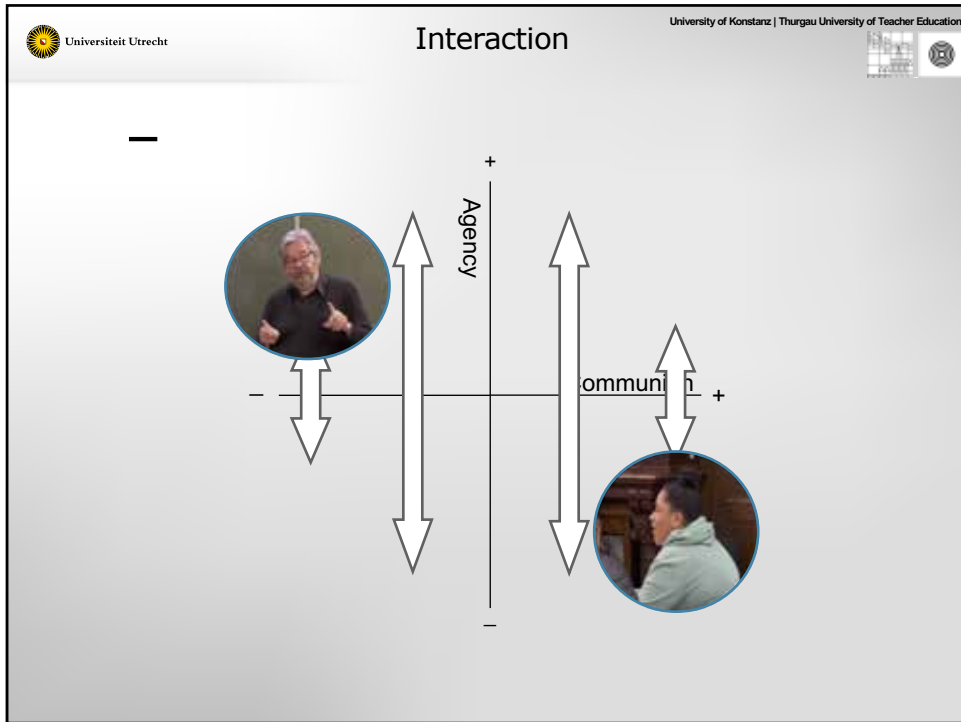


Can I go to the bathroom?

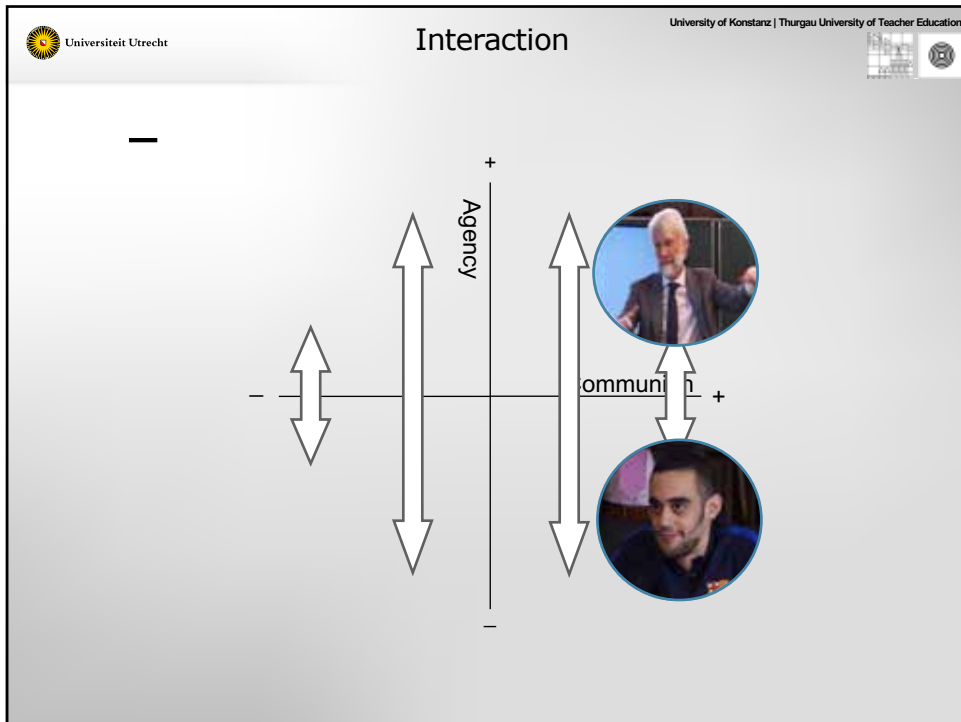
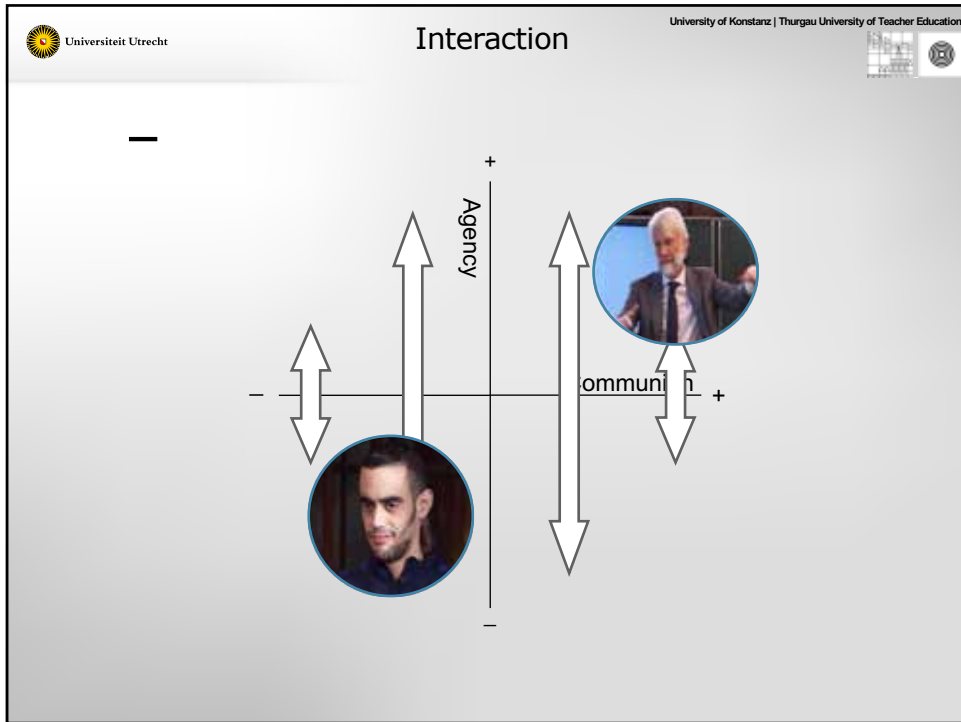
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Examples: Dream school









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## Conclusion and Implications

**Perception**  
It is not an aura  
It is behaviour

**Interaction**  
The teacher behaviour can elicit student behaviour  
Which together determine the classroom climate

**Teacher education**  
It can be taught  
But routine comes with practice

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