

**Project title: Communication in the Classroom: Effects on Teachers and Students**  
**Investigator: Timothy Mottet**  
**Department: Communication Studies**

**Project summary:**

My 2005 research enhancement program (REP) grant funded a series of research studies that examined communication in the classroom and the effects on teachers and students. The grant yielded three publications in peer-reviewed journals (2 published in a national journal, 1 published in a regional journal) and three conference presentations (1 international, 1 national, 1 regional). The grant allowed me to fund two graduate students as research assistants whose names (Parker-Raley, Cunningham) appear on the publications. The first correlational study examined how an instructor's communication style is related to how students perceive instructor course workloads demands and instructor availability. The second experimental study, which is an extension of the first study, tested the effects of instructor communication style on tempering students' reactions to instructor course workload demand violations and student tolerance for instructor unavailability. The third correlational study examined how student communication style is related to how instructors evaluate students' subjective and objective work. Abstracts and research publications are accessible at <http://tracs.txstate.edu> (enter "mottet" using lowercase for User ID and Password).

The results from these three studies are being used in the following ways:

1. The results will be summarized in a book chapter that I am writing for the Encyclopedia for Communication, which will be published by the International Communication Association in 2007.
2. The results are being used to pursue additional grant money through the Department of Education.
3. The results will become a part of the reading packet that I use in my instructional communication graduate seminar (COMM 5324).

**Publications:**

Mottet, T. P., & Beebe, S. A. (2006). The relationship between student responsive behaviors, student socio-communicative style, and instructors' subjective and objective assessments of student work. *Communication Education*, 55(3), 295-312.

Mottet, T. P., Parker-Raley, J., Cunningham, C., Beebe, S. A., & Raffeld, P. C. (2006). Testing the neutralizing effect of instructor immediacy on student course workload expectancy violations and tolerance for instructor unavailability. *Communication Education*, 55(2), 147-166.

Mottet, T. P., Parker-Raley, J., Cunningham, C., & Beebe, S. A. (2005). The relationships between teacher nonverbal immediacy and student course workload and teacher availability expectations. *Communication Research Reports*, 22(4), 275-282.

**Presentations:**

Mottet, T. P., & Beebe, S. A. (2006, April). The relationship between student responsive behaviors, student socio-communicative style, and instructors' subjective and objective assessments of student work. Paper presented at annual conference of the Eastern Communication Association, Philadelphia, PA.

Mottet, T. P., Parker-Raley, J., Cunningham, C., Beebe, S. A., & Raffeld, P. C. (2006, January). Testing the neutralizing effect of instructor immediacy on student course workload expectancy violations and tolerance for instructor unavailability. Abstract published in the proceedings of the Hawaii International Conference on Arts and Humanities, January 11-14, 2006, Honolulu, HI. ISSN# 1541-5899.

Mottet, T. P., Parker-Raley, J., Cunningham, C., & Beebe, S. A. (2005, November). The relationships between teacher nonverbal immediacy and student course workload and teacher availability expectations. Paper presented at annual conference of the National Communication Association, Boston, MA.

Presented Dean's Seminar titled The Process-Product Paradigm Revisited: The Effects of Student Communication Behaviors on Teachers and Teaching for the College of Fine Arts and Communication, October 25, 2005.