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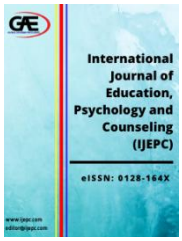

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CLASSROOM INTERACTION AS A PREDICTOR OF THE EFFECTIVENESS OF HISTORY EDUCATIONAL TRIPS

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Abstract:

This study examines the effectiveness of classroom interactions and history educational trips. Drawing on existing research, three hypotheses were developed for the study. The results of the study, obtained through quantitative analysis, corroborate and add to previous findings, suggesting that such interactions facilitate effective learning environments and student learning on history trips. The study also provides recommendations for teachers and administrators.

Keywords:

Classroom Interaction; Teacher-Student Interaction; Student-Student Interaction; Effectiveness of History Educational Trip

Introduction

Against the backdrop of continuous innovation in education, approaches to history education are expanding and optimising. The history educational trip is a new form of curriculum that

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integrates history learning and travel experience. It breaks the time and space limitations of traditional history teaching and provides students with the opportunity to experience and understand history in an immersive way (Smyth, 2021). Drawing on rich historical and cultural resources, it enables students to leave the classroom and visit historical sites, cultural relics, and other real-life settings, bringing abstract historical knowledge to life (Scarlett et al., 2019). However, ensuring that the History Educational Trip achieves the expected educational goals and realises its full potential remains a key focus for educators.

As a key part of the teaching and learning process, classroom interaction has a profound impact on students' learning outcomes and experiences. Learning is an inherently interactive and dialectical process, and the verbal exchange between teachers and students, as well as between students themselves, constitutes a unique learning experience (Burbules & Bruce, 2001; Scott et al., 2006). During History Educational Trips, classroom interactions are more frequent, classroom generativity is more prominently expressed (Liu & Ball, 2019), and the quality of teacher-student and student-student interactions is highly likely to impact the effectiveness of the trip. An in-depth exploration of the relationship between classroom interaction and the effectiveness of the trip not only helps to reveal the intrinsic mechanisms of its role, but also provides theoretical support and practical guidance for optimising its implementation strategy, thus promoting improvements in the quality of history teaching.

Literature Revision

Research Related to Classroom Interaction

There are two important dimensions of classroom interaction: teacher-student interaction and student-student interaction. As a core element of the teaching process, the quality of teacher-student interaction directly impacts the effectiveness of teaching and the learning experience of students (Akhtar et al., 2019; Pianta, 2017). Teachers must master interaction skills, engage with students positively and encourage deep participation in the classroom to effectively stimulate their desire to explore and be curious in the learning process (Gultom et al., 2020; Inayat & Ali, 2020; Stronge, 2018). Research (Blazar & Kraft, 2017) has shown that positive classroom interactions are associated with more positive student attitudes towards the course environment and instructor. These positive attitudes are, in turn, linked to improved academic performance. Positive teacher–student relationships foster a non-threatening learning environment and an atmosphere of open and equal communication. This enhances learning outcomes (Price, 2008). The quality and effectiveness of teacher–student interactions are influenced by the clarity of communication channels, students' freedom of expression and teachers' responsiveness to student feedback (Estes, 2021; Hamza & Griffith, 2006; Vipperman, 2021). When evaluating the quality of teacher-student interaction during teaching practice, students usually consider the teacher's performance in a number of key areas. These dimensions include the extent to which the teacher encourages students to express their views, the degree to which novel opinions are accepted and tolerated, the adequacy of opportunities to ask questions, and the ability to guide the depth and breadth of classroom discussions. These dimensions constitute the core index system through which students assess the effectiveness of teacher-student interaction, which significantly affects their overall evaluation and cognitive construction of the experience (Paswan & Young, 2002).

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Student-student interaction is an important form of interaction that is equally significant for the learning process and development of students. It can motivate and encourage students to achieve higher levels of cognition, helping them to find personal meaning in their learning (Belland et al., 2013). Studies have confirmed that interactions between students can significantly expand and deepen learning outcomes (King, 2008). These interactions can encourage students to engage in higher-order learning processes and reflective shifts through visual sharing (Raiyn, 2016), co-producing outcomes (Biggs et al., 2001), analysing and comparing each other's responses and developing team leadership skills (Lindblom-Ylänne et al., 2003). Students often assess the value of these interactions in terms of the opportunities for mutual learning and the extent to which they are encouraged to contribute (Hay et al., 2004).

Research Related to the Effectiveness of History Educational Trips

History educational trips are based on historical and cultural resources, carrying out educational activities through field trips that are rich in meaning and have clear educational objectives and well-designed content. While travelling, students are exposed to real historical scenes and artefacts, which helps them to understand historical events and cultural phenomena by combining abstract knowledge with concrete scenes (Schaper et al., 2018; Wolff, 2016). At the same time, history educational trips can hone students' generic skills, such as problem solving and teamwork (Foo & Foo, 2022; Olukayode & Tina, 2013).

The effectiveness of the history educational trip covers the development and enhancement of students' knowledge, skills and attitudes at multiple levels. In terms of learning effectiveness, students deepen their understanding and mastery of historical knowledge through field observation and listening to lectures (Boadu, 2015). At the competence enhancement level, students practise and improve generic skills such as problem solving and analysis by solving practical travel problems (Van Der Vleuten, 1996).

Research Related to Classroom Interaction and Learning Outcomes

Studies have shown that classroom interaction significantly impacts overall teaching and learning outcomes.Teacher-student interactions can significantly influence classroom relationships and the perceived quality of the learning experience (Hay et al., 2004; Peng & Chen, 2019). They can also encourage participation and discussion in the classroom, promote active learning and enhance student evaluations of instruction (Eison, 2010).

The quality of interactions between students has been demonstrated to have a positive impact on the perceived quality of the learning experience (Peltier et al., 2003), and increased student-student interactions have been shown to improve academic performance (Costa et al., 2015). Conversely, Some studies suggest that when students are deeply involved in the learning process in a proactive manner, and when the teacher is fully engaged in collaboratively constructing the knowledge system with the students, the teaching and learning process can be improved (Bada & Olusegun, 2015). It is important to note that when students are actively involved in the learning process and teachers are fully engaged in the construction of knowledge systems with students, the teaching and learning process will be most effective (Harris et al., 2009; Wells, 2002). In such cases, the classroom learning environment will be an ideal place to promote the internalisation of knowledge and the enhancement of competence. However, there is a paucity of empirical research focusing on the interaction and effectiveness of History Educational Trips, especially in terms of the enhancement of practical skills in outdoor settings. The present study aims to address this lacuna in the existing literature.

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Research Objectives and Research Hypotheses

This study aims to investigate the relationship between classroom interactions (teacher-student and student-student interactions) and the effectiveness of history educational trips with the following objectives:

1. To measure the effect of teacher-student interaction on the effectiveness of History Educational Trip
2. To measure the impact of student-student interaction on the effectiveness of History Educational Trip
3. To validate the impact of teacher-student interaction on student-student interaction

Based on the literature review, the following research hypotheses are proposed:

H1: Teacher-student interaction has a significant positive effect on the effectiveness of history educational trip
H2: Student-student interaction has a significant positive effect on the effectiveness of history educational trip
H3: Teacher-student interaction has a significant contribution to student-student interaction

Research Method

The present study adopts a quantitative research path with scientific rigour, and systematically applies statistical methods such as correlation analysis and comparative analysis through a cross-sectional research design, with the aim of exploring the essential characteristics of the associations between specific sets of variables. This approach is informed by academic research paradigms and practical experience. Specifically, correlation analysis is a method of accurately measuring the strength and direction of linear associations between variables (Gogtay & Thatte, 2017), while comparative analysis identifies significant differences between groups on key variables through the test of between-group differences. The employment of quantitative methodologies facilitates the acquisition of numerical evidence, thereby unveiling the statistical significance and tangible substance of the relationship between variables. This, in turn, enables researchers to deconstruct the underlying causal logic or synergistic mechanisms that govern the phenomenon from a data-driven perspective.

Research Instrument

The questionnaire was the survey instrument used to collect data. In addition to items of socio-demographic characteristics, it includes several scales that are already in existence and validated:

The study drew on Hay et al. (Hay et al., 2004)Student Interaction Scale (4-item scale) and Paswan and Young (Paswan & Young, 2002) Teacher-Student Interaction Scale (4-item scale), with minor adaptations to take into account the characteristics of History Educational Trip. The teacher-student interaction scale was measured in terms of teachers' encouragement of expression, acceptance of new ideas, opportunities to ask questions, and stimulation of classroom discussion dimensions; the student-student interaction scale was developed in terms of opportunities for mutual learning, co-operation in completing tasks, and exchange of feedback with each other, all using a 5-point Likert scale.

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The effectiveness of history educational trip scale is based on the general skills scale (6 items) of the course experience questionnaire, which focuses on enhancing core competencies in learning outcomes (Byrne & Flood, 2003). These outcomes cover written expression, information processing, knowledge application, problem solving and teamwork skills, as well as confidence in problem solving, and are measured using a 5-point Likert scale.

Data Collection and Sample

The questionnaires were distributed through online questionnaire star to collect data. The history educational trips in high school (grades 10-12) were attended by all students belonging to a general high school located in Jiangxi Province, China, and all participants voluntarily participated in the informed consent process. Of the 438 students who received a response questionnaire, 12 were returned with a response length of less than 95 seconds, and 14 groups of questionnaires were identified as having a suspicious pattern. Of the 14 questionnaires, 6 groups were suspected of answering only 5 points (strongly agree), while 8 groups were identified as moderately answering, selecting only 3 points (neutral) from Likert scales 1 to 5 for all items in the questionnaire. Fourteen of them were eliminated due to dubious completion. Thus, the sample became 412 students. The return rate was 94.06 per cent, which was considered satisfactory. The age of the students ranged from 15 to 19 years and 254 respondents (61.7 per cent) were from the district level cities. This was followed by 142 respondents (34.5 per cent) from municipal cities. Finally, 16 respondents (3.9 per cent) were from rural areas.

Results

Results of the One-Sample T-Test

In order to explore the objectives of this study: to measure the impact of teacher-student and student-student interactions on the effectiveness of history educational trips in the classroom; to measure the impact of teacher-student interactions on student-student interactions, and to clarify the intrinsic connection between the dimensions of classroom interactions; the collected valid questionnaires were analysed by a one-sample t-test.

One-Sample T-Test Interpretation of Teacher-Student Interaction Structure

A one-sample t-test with a value of 3 was used to analyse the structure of teacher-student interaction scale (Table 1.1). The results showed that among the specific dimensions of teacher-student interactions: (a) teacher stimulates classroom discussion' was recognised by 78.4% of the students, which was the highest percentage; (b) teacher encourages students to express their views followed by 77%; (c) teacher is receptive to new ideas and other people's views was recognised by 75.8% of the students; and (d) students are given the opportunity to ask questions was the lowest percentage of students, which was only 70.6%. 70.6%. The overall teacher-student interaction was recognised by 75.45% of the students, which is in the middle of the range. This suggests that students rate teachers highly in stimulating discussion and encouraging expression, but there is still room for improvement in terms of opportunities to ask questions.

Students' feedback and ratings of various aspects of teacher-student interaction during history educational trips. This was further reflected in ratings of the following variables: the teacher encouraged students to express their opinions ($M=3.85$, $SD=0.693$, $t(411) = 24.812$, $p=.000$); the teacher was receptive to new ideas and the perspectives of others ($M=3.79$, $SD=0.738$, $t(411) = 21.753$, $p=.000$); the teacher had opportunities for students to ask questions ($M=3.53$,

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SD=0.784, t(411) = 13.698, p=.000); Teacher Stimulated Classroom Discussion (M=3.92, SD=0.683, t(411) = 27.426, p=.000); and Overall Teacher-Student Interaction (M= 3.773, SD=0.546, t(411) = 28.692, p=.000). 'Teacher Stimulates Classroom Discussion' had a mean of 3.92, which was the highest among the items, indicating that the teacher excelled in leading classroom discussion; 'Students have the opportunity to ask questions' has a mean value of only 3.53, which is the lowest for each item, and is the weak point of teacher-student interaction. In terms of standard deviation (SD), the SD of the overall teacher-student interaction is 0.546, the smallest value, indicating that the consistency of students' evaluation is high; the scores of each item of teacher-student interaction are significantly higher than the theoretical mean, and the difference is highly statistically significant, which means that students' feedbacks on these items are not accidental, but a true reflection of the real status quo of teacher-student interaction in history educational trips.

Table 1.1: One-Sample T-Test for Teacher-Student Interaction Dimension

No	Teacher-Student Interaction	M	SD	%	t**	df	P
1	Instructor encourages student to express opinion.	3.85	0.693	77	24.812	411	0
2	receptive to new ideas and others' views	3.79	0.738	75.8	21.753	411	0
3	Students have the opportunity to ask questions	3.53	0.784	70.6	13.698	411	0
4	Instructor generally stimulates class discussion	3.92	0.683	78.4	27.426	411	0
5	overall Teacher-student interaction (α =0.746)	3.773	0.546	75.45	28.692	411	0

Source: Adapted from Paswan and Young (2002)

One-Sample T-Test for Student-Student Interaction Dimensions

A one-sample t-test with a test value of 3 was used to analyse the Student-Student Interaction Construct Scale (Table 1.2) and found that student feedback on the dimensions of student-student interaction on history educational trips confirmed that it plays an important role in the effectiveness of history educational trips, as evidenced by the ratings of the variables. (a) there were opportunities to learn from other students (76.8%), (b) student interaction was an important part of learning in this course (82.2%), (c) I had ample opportunities to interact with other students in this course (78.2%), (d) each student was encouraged to contribute to the learning in the classroom (76.2%), and (e) overall student-student interaction (78.36%).

In addition, respondents agreed that the frequency and depth of student interaction in the educational travelling classroom was positive compared to the traditional classroom. The results were: there were opportunities to learn from other students (M=3.84, SD=0.741, t(411)=23.017, p=.000); student interactions were an important part of learning in this course (M=4.11, SD=0.707, t(411)=31.969, p=.000); and there were ample opportunities for me to interact with other students in this course (M= 3.91, SD=0.734, t(411)=25.043, p=.000); each student was encouraged to contribute to classroom learning (M=3.81, SD=0.739, t(411)=22.326, p=.000); overall student-student interaction (M=3.918, SD=0.600, t(411)=31.062, p= .000).

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These results indicate that the scores on the student-student interaction dimension were significantly higher than the theoretical mean, and the difference was highly statistically significant, fully confirming that the positive feedback from students on student-student interaction was not accidental, but rather a tangible reflection of the actual state of student-student interaction in the course. Although there were still differences in the scores for each question item, student interaction as an important learning component of the course (M = 4.11) was the highest for each item, indicating that the students' recognition of the significance of student-student interaction for learning was extremely high. Whereas each student was encouraged to contribute to classroom learning scored the lowest (M=3.81), which may mean that improvements need to be made in this area, and that tailoring teaching to the needs of the students is yet to be explored further in educational travel.

Table 1.2: One-Sample T-Test for Student-Student Interaction Dimensions

No	Student-Student Interaction	M	SD	%	t**	df	P
1	an opportunity to learn from other students	3.84	0.741	76.8	23.017	411	0
2	Student interaction is an important learning component of this course.	4.11	0.707	82.2	31.969	411	0
3	I have sufficient opportunity to interact with other students on this course.	3.91	0.734	78.2	25.043	411	0
4	Each student is encouraged to contribute to class learning	3.81	0.739	76.2	22.326	411	0
5	Overal Student-student interaction (α =0.839)	3.918	0.6	78.36	31.062	411	0

Source: Adapted from Hay et al. (2004)

One-Sample T-Test Interpretation of the Structure of Effectiveness of History Educational Trips

Analyse the structure of effectiveness of History Educational Trip. The structure contains six question items. The means of all items were subjected to a one-sample t-test with the theoretical median (Test Value=3), and from the students' evaluation of the effectiveness of History Educational Trip, the proportions (percentages) of endorsement of each competency dimension showed the following characteristics: a) written expression ability (72.4%), b) information processing ability (76.8%), c) knowledge application ability (75.8%), d) problem solving skills (75.2%), (e) teamwork skills (78.2%), (f) problem solving confidence skills (76.4%), and (g) overall effectiveness of History Educational Trip (75.8%).

In addition, the respondents agreed that the scores of all the competency dimensions were highly significantly higher than the theoretical mean (test value=3),indicating excellent effectiveness of the history educational trips, as a result of (a) written expression (M=3.62, SD=0.788, t(411)=15.944, p=.000); (b) information processing (M=3.84, SD= 0.658, t(411) = 26.048, p = .000); (c) knowledge application ability (M = 3.79, SD = 0.702, t(411) = 22.804, p = .000); (d) problem solving ability (M = 3.76, SD = 0.753, t(411) = 20.471, p = .000); (e) team cooperation skills (M=3.91, SD=0.690, t(411)=26.775, p=.000); (g) problem solving confidence skills (M=3.82, SD=0.703, t(411)=23.604, p=.000); and (f) overall effectiveness of history educational Trip (M=3.79, SD=0.564, t(411) = 28.449, p = .000) .

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The data suggests that the history educational trips were universal and significant in improving a number of students' competencies, with particular effects in teamwork, information processing and problem-solving confidence. The effectiveness of the educational trips as a whole was widely recognised by the students, despite the relatively low and highly variable ratings of written expression skills.

Table 1.3: One-sample T-Test of the Effectiveness Of History Educational Trips Constructs

No	Structure of Effectiveness of History Educational Trips（N=412）	M	SD	%	t**	df	P
11	written expression ability	3.62	0.788	72.4	15.944	411	0
12	information processing ability	3.84	0.658	76.8	26.048	411	0
13	knowledge application ability	3.79	0.702	75.8	22.804	411	0
14	problem solving ability	3.76	0.753	75.2	20.471	411	0
15	teamwork ability	3.91	0.690	78.2	26.775	411	0
16	confidence in problem solving skills	3.82	0.703	76.4	23.604	411	0
17	Overal Effectiveness of educational trips in history (α =0.841)	3.79	0.564	75.8	28.449	411	0

Source: Adapted from Byrne and Flood（2003）

Correlation Analysis Between Variables

To verify the research hypotheses of this study, correlation analyses revealed the association between teacher-student interaction, student-student interaction and the effectiveness of history educational trips; and between teacher-student interaction and student-student interaction. The data showed that teacher-student interaction was highly significantly positively correlated with the effectiveness of history educational trips ($r = 0.716$, $p < 0.01$), indicating that good teacher-student interaction can significantly enhance the effectiveness of history educational trips, and H1 was verified; at the same time, the student-student interaction showed a moderately significant positive correlation ($r = 0.651$, $p < 0.01$) with the effectiveness of history educational trips, confirming that student-to-student interaction This indicates that student-student interaction has a significant positive predictive effect on the learning outcomes of history educational trips, and H2 is validated. In addition, there is a moderately significant positive correlation between teacher-student interaction and student-student interaction ($r = 0.690$, $p < 0.01$), suggesting that in classroom scenarios where teacher-student exchanges are frequent, student-student interaction also tends to be more active, and that the two promote each other, with H3 being supported. These results suggest that optimising teacher-student interaction and student-student interaction is important for enhancing the quality of teaching and learning on history educational trips, and the synergy between the two provides an important theoretical basis and practical direction for history educational practice.

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Table 1.4: Correlations Matrix Among The Variables

	Teacher-Student Interaction	Student-Student Interaction	Effectiveness of History Educational Trips
Teacher-Student Interaction	1		
Student-Student Interaction	.690**	1	
Effectiveness of History Educational Trips	.716**	.651**	1

** Correlation is significant at the 0.01 level (2-tailed).

Discussion

This study found that teacher-student interaction and student-student interaction in history educational trips had a significant positive effect on the effectiveness of history educational trips, a finding that corroborates with existing research findings. At the level of teacher-student interaction, teachers' scores for stimulating classroom discussion (M=3.92) and encouraging students to express their views (M=3.85) were high, fitting the idea put forward by some researchers that high-quality teacher-student interactions promote deeper student learning (Hofkens et al., 2023; Li et al., 2022). Teachers' positive performance in guiding discussion and encouraging expression creates an open learning environment for students and effectively enhances student engagement. However, students'opportunity to ask questions (M=3.53) scored low, which contrasts with Nappi's emphasis on questioning as a key factor in promoting students critical thinking (Nappi, 2017), suggesting that the current teacher-student interactions still have room for improvement in empowering students' discourse.

In the dimension of student-student interaction, students generally recognised its importance to learning (M=4.11), which is consistent with Melander's socio-cultural view of peer interaction for knowledge construction (Melander, 2012). Students were enriched with opportunities to interact during the educational trips (M=3.91), but there is still a need to strengthen the dimension of encouraging each student to contribute (M=3.81), which suggests that teachers should focus on differentiated instruction during the educational trips to ensure that each student is deeply involved in the interactions.

In terms of the effectiveness of educational trips for learning about history, the high scores on the dimensions of teamwork ability (M = 3.91) and information processing ability (M = 3.84) suggest that these trips effectively cultivated students' practical skills and collaborative spirit through immersive experiences and interactive tasks (Kolb, 2008). The relatively low score on written expression (M = 3.62) may be because the trips focused more on practical experience and did not provide sufficient training or feedback on written expression.

Correlation analyses showed that teacher-student and student-student interactions, as well as the effectiveness of the trips, were significantly and positively correlated. This is consistent with previous research suggesting that 'the synergistic effect of classroom interactions can enhance the quality of teaching and learning' (Beauchamp & Kennewell, 2010). Teacher-student interaction creates an atmosphere conducive to student-student interaction, and student-

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student interaction provides feedback on the effectiveness of educational travel, forming a virtuous circle among the three.

The following limitations still exist in this study. First, the sample selection was limited. The samples only came from student groups in specific regions and lacked diversity in terms of geography, school type and individual student characteristics. This may result in the findings being difficult to generalise. Future research could expand the sample to include students from a wider range of regions and school levels to improve the generalisability of the findings. Second, the measurement dimensions of the variables were not comprehensive enough. The study only focused on limited dimensions of teacher-student and student-student interactions, as well as the effectiveness of history educational trips. It did not explore other factors affecting the effectiveness of these trips in depth, such as the richness of cultural resources at the trip's destination, the trip's design, and students' motivations. This makes it difficult to reveal the mechanisms influencing the effectiveness of history educational trips comprehensively. A follow-up study could adopt a mixed-methods approach, combining qualitative and quantitative research, to explore the relevant influencing factors more systematically. Thirdly, the research method was relatively limited. This study relied mainly on questionnaires and quantitative analysis and lacked qualitative observation of teacher-student and student-student interactions during educational trips, making it difficult to understand the complex processes and reasons behind these interactions. In future studies, qualitative research methods such as classroom observation and interviews could be employed to analyse the phenomenon of interaction and its impact on the effectiveness of educational travel from multiple perspectives.

Conclusion

Through single-sample t-tests and correlation analyses, this study confirms that teacher-student and student-student interactions significantly contribute to the effectiveness of history educational trips and that the three factors are interrelated and synergistic. Specifically, while the teacher's active role in stimulating discussion and encouraging expression effectively promotes teacher-student interaction, there is scope for improvement in ensuring students have ample opportunity to ask questions. Student-student interaction is highly valuable for students' learning, but attention should still be paid to the level of individual participation. The effectiveness of educational trips in enhancing students' teamwork and information processing skills is clear, and students recognise the overall effectiveness of such trips.

The findings provide a theoretical basis and practical direction for history education, suggesting that teachers should focus on balancing the various aspects of teacher-student interactions on educational trips to create more opportunities for students to ask questions, enhance each student's participation in peer interactions by designing differentiated tasks, and pay attention to the synergistic development of classroom interaction elements to maximise their contribution to the effectiveness of educational trips. Future research could explore optimisation strategies for different interaction modes on educational trips and assess the durability of interaction effects through long-term follow-up studies.

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