Teachers’ gestures have impact on student comprehension and student learning. It is recommend that teachers employ open rather than closed or ambivalent poses in the classroom. Closed hand gestures are often interpreted as defensiveness and avoidance by the speaker/teacher of the listener.

We have designed a real-time nonverbal feedback application to assist participant teachers in TeachLivE rehearsal sessions. The post-questionnaire information indicated that all participants were more mindful of their body gestures while teaching after they had participated in the study.

**OVERVIEW**

- Teachers’ gestures have impact on student comprehension and student learning.
- It is recommend that teachers employ open rather than closed or ambivalent poses in the classroom.
- Closed hand gestures are often interpreted as defensiveness and avoidance by the speaker/teacher of the listener.

**STUDY DESIGN**

- College of Education Students– TESOL Undergraduate Program
- Registered for Classroom Management and Strategies Class in Summer 2015
- Have seen TeachLivE environment prior to participating in the study
- N=30 (24 F, 6 M), Multiple session experiment (7-min long each session)
- Taught the technology teaching plan (fixed)

**CONCLUSIONS**

- We proposed a novel rehearsal environment with a successful feedback application for nonverbal communication training.
- The results from the recorded skeleton data indicate the positive impact of informed body language and gesture in communication proficiency.
- The completed post-questionnaires indicate positive effect of the feedback application on participant’s nonverbal communication thoughtfulness.
- This application could be applied to other social skill training software.

**FUTURE DIRECTION**

- Conducting a large-scale study
- Multimodal data analysis:
  - Audio, video analysis
  - Data fusion
  - Data sampling
- Exploring different methods of feedback provision:
  - Bug-in-the-ear
  - Haptic

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