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Teachers' Beliefs and Behaviors: What Really Matters?

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University of Exeter, United Kingdom

Abstract: In this study we looked at the relationship between teacher behaviors, teacher beliefs, teacher self-efficacy and teacher subject knowledge with student achievement in mathematics. Data was collected from 103 primary school teachers and 2148 students in the UK using achievement tests, classroom observation and questionnaires. Structural equation modeling was used to test the hypothesis that all these factors would have a direct or indirect effect, with the factors most proximal to student achievement (teacher behaviors) having the strongest direct effect while more distal factors (e.g. teacher beliefs) influencing student achievement indirectly. This hypothesis was not rejected by the data.

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Explaining Differences in Student Outcomes

Bert P.M. Creemers & Rob de Jong
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Abstract: This paper is about the importance of the classroom in explaining student achievement. In the first section arguments for the importance of classroom variables are based on a theoretical overview and on educational practice. In the second section the importance of class and school variables is based on two multilevel studies. Both studies are based on the same comprehensive model of educational effectiveness and are performed in secondary education. Conclusions are inferred about the main issues at the class and school level influencing student outcomes.

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Professional Cooperation around Self-Related Measures in School Indicator Instruments

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Abstract: The article reports on two studies trying to connect health indicators to indicators about instruction and general school experiences. The aim is to improve professional cooperation between teacher teams and school nurses by utilizing indicator data more efficiently both in professional common reflection and in quality reports on school and the municipal level. The validity of the indicators is tested by structural equation modeling.

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Toward a More Cooperative Classroom: Observations of Teachers' Instructional Behaviors

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Abstract: In this study, the first year implementation effects of a staff development program on cooperative learning for Dutch elementary school teachers were studied. A pretest-posttest control group design was used to investigate program effects on the instructional behaviors of teachers. Based on observations of teacher behavior during a cooperative lesson, a statistically significant treatment effect was found for the following instructional behaviors: structuring positive interdependence, individual accountability, social skills and evaluation of the group process. Training effects were also found for the use of cooperative activities in the direct instruction model and for activation of prior knowledge of social skills on the part of students.

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The Interactional Organization of Hand Raising in Classroom Interaction

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Abstract: The article studies the organization and interactional implications of hand-raising in plenary classroom interaction. The materials analyzed are video and audio recordings from eight-grade classrooms in the Swedish comprehensive school. Conversation analysis is relied upon as the primary theoretical and methodological resource. The results show that raising one's hand involves several actions related to participation in interaction, including gaze direction and body orientation. Hand-raises are shown to occur in teacher turns at or in projection to turn-transition-relevance places. The relationship of raised hands and sequential characteristics of teacher turns is shown as systematically organized. The primary interactional function of this relationship is shown to be the monitoring of class participation in teaching.

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