

Journal of Classroom Interaction

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Mapping a Science Inquiry Unit

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Abstract: This study describes an analytic procedure to examine inquiry processes in science teaching and learning. This procedure was applied to the study of a seismology unit in a ninth-grade earth science classroom. An emergent coding scheme was developed that provided a description of the different activities, science content, and type of scientific data. Analysis of classroom discourse identified the ways the seismology unit can be understood as providing opportunities for students to engage in scientific inquiry. The analytic processes provides the basis for the examination of scientific inquiry in other settings.

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Righting Writing: What the Social Accomplishment of Error Correction tells about School Literacy

Christina Davidson

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Abstract: School literacy has been identified with specific ways of talking about texts, especially during teacher-led lessons. This paper considers school literacy through a focus on talk about error correction during a time of individual writing activity in an early years classroom. Conversation Analysis is used to develop descriptions of error correction sequences and the methods used to bring about error correction through talk about children's written texts. It is argued that error correction illustrates school literacy, where talk about texts is constrained by the teacher's orientations – in this case to making students work out errors.

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Participation in the College Classroom: The Impact of Instructor Immediacy and Verbal Aggression

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Abstract: This study examined the classroom participation behaviors of undergraduate students. Much of the existing literature had focused on student variables in determining participation in the classroom. Here, instructor variables were investigated. Students completed questionnaires and reported their own perceptions of their participation in class and of their instructor's nonverbal immediacy and verbal aggression. Results indicated that students who perceived their teachers as higher in immediacy were more likely to participate in class, and students who perceived their instructors as verbally aggressive were less likely to participate in class. Limitations, implications for the classroom, and future directions for this line of research are discussed.

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Teacher Misconceptions and Understanding of Cooperative Learning: An Intervention Study

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Abstract: The study presents the results of an educational intervention during in-service training of secondary school teachers in Cyprus, which led to participants' development. The aim was twofold, first to reveal teachers' conception about cooperative learning and second to help teachers through simulation of cooperative learning to construct the characteristics that differentiate it from traditional group work. The results of the study indicated that: teachers have negative attitudes towards cooperative learning because they do not know how to ensure collaboration, coherence and interaction among members of the group; their attitudes changed gradually during the action research study; and simulation of cooperative learning revealed certain internal and external characteristics for it to lead to learning outcomes for students.

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