

# **Journal of Classroom Interaction**

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## **Teaching Young Children Effectively**

*Published in Volume 9, Number 2, Spring 1974*

Jere E. Brophy & Carolyn M. Evertson  
*The University of Texas at Austin*

Abstract: Process-product research in which the investigator observes in teachers' classrooms and tries to relate process measures of teaching behavior to product measures of student outcome has face validity appeal and common sense logic. This research approach appears to be the simplest and most direct way to identify teaching behaviors which discriminate successful from unsuccessful teachers. Once identified, these process behaviors can be manipulated experimentally in order to establish their causal relationship to product outcomes.

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## **Grade Level and Sex of Student as Context Variables in Elementary School**

*Published in Volume 14, Number 2, Summer 1979*

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**Abstract:** Low-inference classroom observational data were collected on 362 children in four elementary schools (grades 2-5). Analyses indicated that teachers generally responded similarly to both sexes, although there were subtle differences in methods of calling on students, behavior during private work contacts, acceptance of students' non-academic requests, and both teachers' and students' affective responses during dyadic interactions. Grade level differences indicated a shift away from private, dyadic settings toward primarily public whole-class settings and an increasing focus on academic work, rather than conduct or personal matters, with increasing grade level. These differences are discussed in terms of student maturation and increased socialization of students to conform to teacher expectations.

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## **Advances in Teacher Effectiveness Research**

*Published in Volume 15, Number 1, Winter 1979*

Jere E. Brophy  
*Michigan State University*

Abstract: Classroom research on process-outcome relationships had burgeoned in recent years, revealing notable methodological advances and sensible, replicated findings. The studies of the early 1970's supporting direct instruction as particularly effective for producing achievement in basic skills in the early grades have been replicated and extended to junior high and high school, and experimental studies designed to test causal hypotheses derived from earlier correlational work have begun to appear. As a result, the goal of providing a scientific basis for teacher education is finally being realized.

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## **An Examination of Classroom Context: Effects of Lesson Format and Teacher Training on Patterns of Teacher-student Contacts during Small-group Instruction**

*Published in Volume 15, Number 2, Summer 1980*

Linda M. Anderson  
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Carolyn M. Evertson  
*The University Of Texas at Austin*

Jere E. Brophy  
*Michigan State University*

Abstract: Understanding the influence of classroom contexts is essential for the study of teaching. This report presents an analysis of data from an experimental study of teaching effectiveness. Two components of teacher-student contacts (methods of selection and teacher feedback to students' errors) were examined for the effects of lesson format (skills lessons and oral reading) and teacher training. Results indicated that both the format and the experimental treatment influenced classroom processes. Interaction effects were also present. Results are discussed in terms of the appropriate pacing for different objectives and the ways that pacing may influence instructional decisions.

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## **Teacher Effects Research and Teacher Quality**

*Published in Volume 22, Number 1, Dec/Jan 1986-1987*

Jere E. Brophy  
*Michigan State University*

Abstract: This paper was prepared for presentation as part of a symposium entitled “Improving teacher quality in science and mathematics education: What can research tell us?” at the annual meeting of the American Educational Research Association, San Francisco, April, 1986. This work is sponsored in part by the Institute for Research on Teaching, College of Education, Michigan State University. The Institute for Research on Teaching is funded primarily by the Program for Teaching and Instruction of the Office of Educational Research and Improvement, United States Department of Education. The opinions expressed in this publication do not necessarily reflect the position, policy, or endorsement of the Office of Educational Research and Improvement. (Contract No. 400-81-0014)

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## **Classroom Management as Socializing Students into Clearly Articulated Roles**

*Published in Volume 33, Number 1, Winter 1998*

Jere E. Brophy  
*Michigan State University*

**Abstract:** Research on classroom management suggests that successful managers approach management as a process of establishing an effective learning environment rather than emphasizing their roles as disciplinarians. They are clear and consistent in articulating expectations, they model or provide direct instruction in desired procedures if necessary, and they provide cues and reminders when these procedures are needed. These principles seem just as applicable to currently-emphasized social constructivist approaches to teaching as they are to earlier-emphasized transmission approaches. However, the particulars of implementation need to be adjusted. For example, students of constructivist teachers will need direction and assistance concerning their participation in active discussion, not just recitation, and also their participation in collaborative learning in pairs and small groups, not just working alone on seatwork assignments. Thoughtful analysis is needed to determine how to apply basic principles of good management to emerging instructional innovations. This can be done by determining what students will need to do in order to engage optimally in an innovative learning format, then working backward from this goal to determine what forms of managerial instruction or assistance may be needed.

The recent popularity of social constructivist models of teaching and learning has prompted many scholars to question the validity of research findings developed from observations conducted in primarily transmission-oriented classrooms, or at least to question the applicability of these findings to social constructivist classrooms. This article addresses this issue as it applies to research on classroom management. It concludes that principles of good classroom management developed primarily during the 1970s and early 1980s appear to be just as applicable to contemporary classrooms, although the particulars of their implementation may need to be adjusted to take into account the student roles emphasized in social constructivist classrooms.

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