

# **Journal of Classroom Interaction**

**WINTER 2010 • VOL. 45, NO. 2**

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## **Heedful Interrelating in the Academic Discourse of Collaborative Groups**

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*The University of Texas at Austin*

**Abstract:** Borrowing from the field of organizational management, we propose that heedful interrelating offers a tangible framework for thinking about the psycho-social aspects of collaboration which entail moment-to-moment cognitions and behaviors of students in order to complete a joint academic task. Using conversational analysis, our objective was to differentiate levels of heedful interrelating in the collaborative discourse of undergraduate students in a collaborative context by identifying discourse markers that indicate heedful interrelating.

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## **“Big loud voice. You have important things to say”: The Nature of Student Initiations during One Teacher’s Interactive Read-Alouds**

Beth Maloch & Denise Duncan Beutel

*University of Texas at Austin*

**Abstract:** This qualitative study explored the nature of student initiations during interactive read alouds of fiction and non-fiction texts in a second grade, urban classroom. Data sources—including expanded field notes, video/audiotape records and transcripts, and teacher interviews—were analyzed inductively, utilizing the constant comparative method and discourse analysis of selected read aloud lesson transcripts. Analyses illuminated the students’ active meaning-making and identified six categories of student initiations. As well, analysis of the teacher’s responses to students’ initiations suggested implications for how teachers might invite, accept, and build on students’ contributions in ways that shape literature discussions in important ways.

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## **Class Size Effects on the Number and Types of Student-Teacher Interactions in Primary Classrooms**

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**Abstract:** This paper addresses the relationship between class size and student-teacher interactions as an explanation for effects of class size on achievement. Observations were conducted in kindergarten and Grade 1 classes from 46 Dutch primary schools in order to address the effect of class size on the amount and type of student-teacher interactions. The relationship between these interactions and class size was negative: more student-teacher interactions of all types occurred in smaller classes. Furthermore, the effect of smaller class size is similar for all students, regardless of their cognitive and behavioral characteristics.

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