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Jere Brophy: An Appreciation

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Abstract: The first generations of researchers on classroom instruction were the pioneers who developed the term, categories, and concepts that were used to view and code what was happening during classroom lessons. The five pioneers in this first wave were Ned Flanders, Arno Bellack, B.O. Smith, Don Medley, and Harold Mitzel. Each of these pioneers used different sources and developed different terms and categories to code classroom events. Flanders developed his categories from Carl Rogers' client-centered therapy and placed an emphasis on a teacher's "use of student ideas." Bellack developed his "pedagogical moves" from Ludwig Wittgenstein's philosophical investigations, and B.O. Smith used "logical moves" to develop his categories. Medley and Mitzel did not use any theory, but simply selected the categories they thought were appropriate. The work of these pioneers received widespread publicity when the *Handbook of Research on Teaching* (edited by N.L. Gage) was published in 1963. Flanders, Medley, and Mitzel also conducted studies where they correlated teacher and student use of these categories with the achievement gains of classrooms. Others conducted similar correlational studies using the categories developed by Bellack. Medley and Mitzel called the correlational studies "process-product" studies; others called them "process-outcome" studies or "teacher effectiveness" studies.

As a result of the conceptual work of these pioneers and the increasing number of studies correlating classroom events with student achievement, researchers began to develop their own category systems and some of them conducted their own correlational studies. Jere Brophy was the most productive scholar in this second generation of researchers on teaching.

This article will describe four of Brophy's major contributions:

1. The Brophy-Good Dyadic Observation Instrument (BGDOI)
2. Correlational and experimental studies
3. Reviews of research
4. Students

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School Effects as an Example of the Breadth of Jere Brophy's Scholarly Impact

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Abstract: Jere Brophy was one of the nicest, most encouraging mentors I've ever had or observed. His patience was as invaluable as his smile. His interest in my and many others' research and in our long-term development was unflagging. Brophy's interpersonal style, like his writing, was understated, and it was often easy to not notice that you were being gently mentored...until later. Now it is much later, and it is time to express my admiration and gratitude for all Jere contributed. This article and the others in this section are written to set the record straight, and in so doing to express our thanks. Several methods exist for assessing a person's scholarly and practical contributions. In the case of Jere Brophy, quantitative methods can begin to tell his remarkable story. Brophy authored or co-authored over 300 articles, monographs and books. His research has been cited over 36,000 times. Over 60 of his publications have been cited at least 100 times, and 200 have been cited at least 10 times each (Google Scholar, March, 2015). This places Brophy's scholarly contributions easily in the top one percent of our field. Taking nothing away from Brophy's impact in the areas of student motivation (Brophy, 1999, 2010) and research on social studies (e.g., Brophy, Alleman, & Halvorsen, 2012), Brophy's largest scholarly influences were in the area of teacher behavior and related effects (e.g., Brophy 1973, 1979; Brophy & Good, 1986). Each of these is an example of an area in which Brophy directly engaged in research; however, his influence went substantially beyond the direct impact. In this article, I highlight his contributions to one area in which he had impact far beyond his own scholarly contributions. While this article focuses on the area of school effects and improvement, its purpose is to provide one detailed example of the wider range of Brophy's impact.

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Jere Brophy: The Texas Years

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Abstract: This article includes stories related to my career-long experiences with Jere Brophy. Besides pointing out his pioneering contributions to research on teaching and learning, I will offer a few personal reflections about what it was like to work with Jere. I also want to tell a never-before-told story about how his works had a direct impact on my opportunity to conduct some of the early research and initial verification of the Diagnostic Dimensions of the Concerns Based Adoption Model (CBAM) (Hall, Wallace & Dossett, 1973; Hall & Hord, 2015).

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Process-Product Research: A Cornerstone in Educational Effectiveness Research

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Abstract: This article links the contribution of process-product studies in developing the theoretical framework of educational effectiveness by pointing out the importance of teacher behavior in the classroom. The role that Jere Brophy played in this evolving research is described within the various phases of teacher effectiveness research. Process-product studies revealed the importance of moving from investigating the personal characteristics of teachers to identifying characteristics of effective teaching practices. Research on factors other than the teacher behavior, conducted during the last three decades, have not generated empirical support to show that these factors have direct effect on student achievement and only few of them reveal indirect effects through influencing teacher behavior in the classroom. It is also argued that current models of educational effectiveness research drawn from Brophy's research further the development of constructs generated through process and product studies. We additionally refer to the dynamic model of educational effectiveness and show how the original ideas in the process-product studies were taken into account in describing and analysing the dynamic nature of effectiveness and expand them further by introducing a multidimensional approach to measure the impact of these factors and grouping of factors on student learning outcomes.

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Keeping the Teacher at Arm's Length: Student Resistance in Writing Conferences in Two High School Classrooms

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Abstract: The purpose of this paper is to explore a subset of findings taken from yearlong qualitative study of writing conferences in two diversely populated, urban high school classrooms. Drawing on multiple data sources, we used case study and discourse analytic methods to follow two focal students across the year in order to examine instructional and relational features of the teachers' writing conferences. One salient theme in the writing conference data was subtle student resistance to well-meaning teacher moves. Analysis generated a five-level continuum of resistance behaviors ranging from ignoring or hiding to changing the subject to lying. In this paper, we (1) examine ways that the students sometimes resisted teacher attempts to connect with them, and (2) portray teacher attempts to sensitively navigate the learning needs of those students while continuing to work on building trust based relationships in their classrooms.

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In the Zone: Vygotskian-Inspired Pedagogy for Sustainability

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Abstract: In this study, Lev Vygotsky's (1978) Zone of Proximal Development (ZPD) provides inspiration for a teaching approach for sustainability in a social science discipline, where students often lack or have widely varied levels of foundational understanding. This qualitative case study describes intellectual processes and aspects of the educational experience of student participants experiencing such an approach. This study suggests that this approach is useful for filling gaps in understanding about this inherently complex concept while maintaining student engagement, useful in disciplines where the integration of sustainability is slow or in transition.

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Race and Research Methods Anxiety in an Undergraduate Sample: The Potential Effects of Self-Perception

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Abstract: This study explores race as a potential predictor of research methods anxiety among a sample of undergraduates. While differences in academic achievement based on race and ethnicity have been well documented, few studies have examined racial differences in anxiety with regard to specific subject matter in undergraduate curricula. This exploratory study analyzes racial differences in research methods anxiety, and explores possible reasons for this disparity. The author also addresses the implications of the findings for classroom interaction techniques that minimize anxiety for all students, but particularly for students of color.

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Using Stems and Supported Inquiry to Help an Elementary Teacher Move Toward Dialogic Reading Instruction

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Abstract: Classroom talk patterns are notoriously resistant to change. This article examines changes in one fifth-grade teacher's discourse practices and beliefs as she and the author engaged in inquiry-driven professional development. Discourse analysis of class discussions and qualitative analysis of transcripts of professional development sessions indicated that the teacher made three important shifts: opening the floor for student talk; offering responses that were more contingent on student contributions; and moving toward yielding interpretive authority over discussions. Supported, teacher-driven inquiry combined with introduction of semi-scripted sentence stems selected to address a teacher-identified concern helped the teacher move toward more fluid, unscripted, effective discussions.

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