RESEARCH ON CLASSROOM INTERACTION
(Ed 737-001)
Tuesdays 1- 4pm
2340 SEB
COURSE SYLLABUS

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Meetings by appointment.

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Course Description
This seminar will be of interest to PhD students whose research includes the study of classroom interactions, and who want to understand a variety of methodologies for that purpose. My goals in organizing the course are to

1. provide an introductory overview of postmodern thinking as it is relevant for education research.
2. understand the historical roots, perspectives and methodologies of seven dominant approaches to studying classroom interaction.
3. support class members in constructing a perspective and methodology for their own research involving classroom interaction.

I encourage students to inform me of any special circumstances (such as physical or learning disabilities) that might require singular attention, for which we will arrange a workable solution.

1. We will begin in September by considering what is meant by postmodern thinking and how to understand it as contributing to and complicating education research. We will read three classic essays written by philosophers of education. Clive Beck's essay: "Postmodernism, Pedagogy and Philosophy of Education" (1993) and Maxine Greene's and Walter Feinberg's responses. Their dialogue provides a rich entry point for further reading and discussion of work by foundational postmodern philosophers—Derrida, Lyotard, Foucault and Badiou—as well as education scholars of postmodern influences—Lather and Atkinson, whose work we will also read and discuss. (To prepare for this discussion, it is recommended that class members review Eric Bredo's chapter in the 2006 AERA *Handbook of complementary methods in education research*.) When discussions are ended, each student will have located a text that discusses the philosophic and scientific issues concerning classroom-related research in their disciplinary field and written a brief summary for the class as a catalyst for final discussion.

2. Next, during October, we will read Rex, L., Steadman, S., & Graciano, M (2006).

Researching the complexity of classroom interaction. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of Complementary Methods for Research in Education* (3rd edition). Washington, DC: American Educational Research Association. A historical overview of classroom research trends that focus on interaction, this chapter provides examples of seven research traditions, whose perspectives produce different analyses and interpretations of classroom interactions and what is accomplished in and through such interactions. Each class member will volunteer to read and present to the class the three example research articles for one of the seven traditions referenced in Rex, Steadman & Graciano. By comparing within and across the different approaches to research into classroom practices, we will discuss how each approach produced a different analysis because of its purpose, conceptual framework, logic of inquiry, and related methodology. The discussion will culminate with a collaborative class seminar project: the creation of a matrix of seven research questions and designs that address a single classroom issue in need of research. To prepare, each class member will design a classroom interaction study from one of the historic perspectives that addresses a current education issue.

3. Since the beginning of the course, class members will have collected articles concerning classroom interaction related to their own areas of study. In November, they will present them to the class in a manner we will determine as most productive for their own and their classmates' work at this stage. During the course, members will have written memos to note and reflect upon constructs, methodologies, and knowledge of use to them in their individual research projects. We will work as a class and in groups, so that by the end of the seminar each member will have produced a written text that serves her or his research plan. This final paper will be submitted for evaluation between December 14 and 16 (on a day to be determined by the author) and an evaluation meeting with the professor will be held two days later. Other dates can be arranged for special circumstances.

Summary of Written Assignments for the Course

1. A two-page single-spaced summary of the dominant philosophic/theoretical issues related to doing research in the writer's discipline/field.
2. 1 to 2-page plan for a classroom interaction research study from one of the seven historic perspectives.
3. Maintain a memo notebook to utilize in the final paper for the course.
4. A final paper written in a genre and format that suits the writer's doctoral program benchmarks. (e.g., scholarly paper, dissertation proposal, or dissertation chapter.)

Readings
There will be two sources of readings for the course 1) Library electronic reserves of articles representing traditions of interaction research provided on the course CTools site; 2) readings in classroom interaction students select in their own areas of interest available through UM library data bases. Required readings can be found on the course CTools site of which all registered students are members.

On the course CTools site available to all registered students are located:

1. Downloadable pdf files of texts about postmodernism:

Atkinson, Elizabeth (2000). 'The promise of uncertainty: education, postmodernism and the politics of possibility', *International Studies in Sociology of Education,10*:1, 81 — 99.

Badiou, Alain. (2002). Translator's Introduction. Ethics. http://books.google.com/books?id=eLfF6z2BtPgC&dq=Alain+badiou+ethics&printsec=frontcover&source=bn&hl=en&ei=hPd0SpaYLYWiswPpiKnIDQ&sa=X&oi=book_result&ct=result&resnum=4#v=onepage&q=&f=false

Beck, Clive (1993). Postmodernism, pedagogy, & philosophy of Education. *Philosophy of Education Yearbook,* Philosophy of Education Society. http://www.ed.uiuc.edu/EPS/PESYearbook/93_docs/BECK.HTM

Jacques Derrida (1993). Structure, Sign, and Play in the Discourse of the Human Sciences. *Writing and Difference*, trans. Alan Bass. London: Routledge, pp 278-294.

Feinberg, Walter (1993). Interpretation and the postmodern condition. *Philosophy of Education Yearbook.* Philosophy of Education Society. http://www.ed.uiuc.edu/EPS/PESYearbook/93_docs/Feinberg.HTM

Foucault, Michel (1970). The archeology of knowledge. *Social Science Information*. 9. 175-185.

Greene, Maxine (1993). The plays and ploys of postmodernism, Philosophy of Education Yearbook. *Philosophy of Education Society.* http://www.ed.uiuc.edu/EPS/PESYearbook/93_docs/Greene.HTM

Lather, Patti (2006). 'Paradigm proliferation as a good thing to think with: teaching research in education as a wild profusion', *International Journal of Qualitative Studies in Education,19*:1,35 — 57.

Lyotard, Jean-Francois (1970). Answering the question: What is postmodern? Trans. Regis Durand. *The postmodern condition: A report on knowledge.* Minneapolis, MN: University of Minnesota Press.

2. Electronic library reserves for the following texts listed in Rex, Steadman & Graciano:

Bloome, David, Ann Egan-Robertson . "The social construction of intertextuality in classroom reading and writing lessons. *Reading Research Quarterly, 28*(4), October, November, December 1993, pp. 305-333.

Borko, Hilda. Margaret Eisenhart, Catherine A. Brown, Robert G. Underhill, Doug Jones, Patricia C. Agard "Learning to Teach Hard Mathematics: Do Novice Teachers and Their Instructors Give up too Easily?." Journal for Research in Mathematics Education, Vol. 23, No. 3, May 1992, pp. 194-222.

Candela, Antonia . "Students' Power in Classroom Discourse." Linguistics and Education, Vol. 10, No. 2, 1998, pp. 139-163.

Carpenter, Thomas P. and Fennema, Elizabeth "Cognitively Guided Instruction: Building on the Knowledge of Students and Teacher." International Journal of Educational Research, Vol. 17, No. 5, 1992, pp. 457-470.

Castanheira, Maria , Crawford, Teresea, Dixon, Carol N., & Green, Judith "Interactional Ethnography: An Approach to Studying the Social Construction of Literate Practices." Linguistics and Education, Vol. 11, No. 4, Winter 2000, pp. 353-400.

Cobb, Paul, Stephan, Michelle, McClain, Kay, Koeno Gravemeijer. "Participating in Classroom Mathematical Practices." The Journal of the Learning Sciences, Vol. 10, No. 1, 2001, pp. 113-163.

Eisenhart, Margaret. Borko, Hilda, Underhill, R. obert G., Brown, Catherine A., Jones, Doug, & Agard, Patricia "Conceptual Knowledge Falls Through the Cracks: Complexities of Learning to Teach Mathematics for Understanding." Journal for Research in Mathematics Education.Vol. 24, No. 1, January 1993, pp. 8-40.

King, Alison, Rosenshine, Barak. "Effects of guided cooperative questioning on children's knowledge construction." Journal of Experimental Education, Vol. 61, No. 2, 1993, pp. 127-148.

Kumpulainen, Kristiina and David Wray. "The nature of peer interaction during collaborative writing with word processors," in Classroom Interaction and Social Learning. New York: Routledge/Falmer, 2002, pp. 57-75.

Lampert, Magdalene . "When the Problem Is Not the Question and the Solution Is Not the Answer: Mathematical Knowing and Teaching." American Educational Research Journal, Vol. 27, No. 1, Spring 1990, pp. 29-63.

McDermott, R. P. "The acquisition of a child by a learning disability," in Understanding practice: Perspectives on activity and context, edited by Chaiklin, Seth and Jean Lave. New York: Cambridge University Press, 1993, pp. 269-305.

Mehan, Hugh. "Beneath the Skin and Between the Ears: A Case Study in the Politics of Representation," in Understanding Practice: Perspectives on Activity and Context, (Learning in Doing) edited by Seth Chalklin and Jean Lave. New York: Press

Syndicate of the University of Cambridge, 1993, pp. 241-268.

Moll, Luis C,, Amanti, Cath, Neff, Deborah, Gonzales, Norma. "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect homes and Classrooms." Theory Into Practice, Vol. 31, No. 2, Spring 1992, pp. 132-141.

Moon, Rick. "The personal and the professional: Learning about gender in middlle school physical education," in Teachers Doing Research: The Power of Action Through Inquiry. 2nd ed., edition Mahwah, N.J. Lawrence Erlbaum Publisher, 2001, pp. 151-156.

Palincsar, Annemarie Sullivan , Kathleen M. Collins, Nancey L. Marano, Shirley J. Magnusson "Investigating the Engagement and Learning of Students with Learning Disabilities in Guided Inquiry Science Teaching." Language, Speech, and Hearing Services in Schools, Vol. 31, No. 3, July 2000, pp. 240-251.

Rampton, Ben. "Youth, Race, and Resistance: A Sociolinguistic Perspective." Linguistics and Education, Vol. 8, No. 2, 1996, pp. 159-173.

Rex, Lesley A., Timothy J. Murnen, Jack Hobbs, David McEachen Teachers' Pedagogical Stories and the Shaping of Classroom Participation: "The Dancer" and Graveyard Shift at the 7-11 ." American Educational Research Journal, Vol. 39, No. 3, Fall 2002, pp. 765-796.

Tapia, Javier. "The Schooling of Puerto Ricans: Philadelphia's Most Impoverished Community." Anthropology and Education Quarterly, Vol. 29, No. 3, 1998, pp. 297-323.

Turner, Julianne C., Debra K. Meyer, Eric C. Anderman, Carol Midgley, Margaret Gheen, Yongjin Kang, Helen Patrick "The Classroom Environment and Students' Rreports of Avoidance Strategies in Mathematics: A Multimethod Study." Journal of Educational Psychology, Vol. 94, No. 1, 2002, pp. 88-106.

3. **Additional texts:**

Amidon,E. & Flanders,N. (1967). Interaction analysis as a feedback system. In E. Amidon & J. Hough (Eds.), Interaction analysis: Theory, research, and application (pp. 121–140). Reading, MA: Addison-Wesley.

Ballinger, C. (1999). Teaching other people's children. New York: Teachers College Press.

Wells, G. & Chang-Wells, G. L. (1992). Constructing knowledge together. Portsmouth, NH: Heinemann.

SEMINAR CALENDAR

Classroom Interaction Research

Ed737-001

v. 8-1-09

		Topic for class today	Readings/writings for discussion	Written assignments' Preparation
1	Sept 8	Introducing . . . 1.research paradigms and intellectual history 2. a review of classroom interaction research		Locate and read articles in your field/discipline dealing with major philosophical dialogues/debates.
2	Sept 15	Why should we care about postmodernism? How might we consider the contributions to and complications of postmodernism to education research?	Beck; Greene; Feinberg Atkinson & Lather 1 page/single spaced memo	
3	Sept 22	What is postmodernism?	Derrida, Lyotard, Foucault & Badiou	
4	Sept 29	What philosophical issues are of interest in your field/discipline?	2-page/single-spaced summary	Read the three articles in designated perspective.
5	Oct 6	How do Rex, Steadman & Graciano represent classroom interaction research?	Rex, Steadman, Graciano	
6	Oct 13	What are the first 3 of the 7 historical perspectives?	[Amidon & Flanders; King & Rosenshine; Turner et al] [Eisenhart et al; Borko et	

			al; Carpenter & Fennema; Cobb et al] [Wells & Chang–Wells; Kumpulainen & Wray; Palincsar et al]	
7	Oct 20	What are the last 4 of the 7 historical perspectives?	[Tapia; Moll et al; McDermott] [Bloome & Egan–Robertson; Mehan; Castenhiera et al] [Rampton; Candela; Rex et al] [Lampert; Ballenger; Moon]	Write up a design for a study addressing the TBD issue.
8	Oct 27	What original classroom research can these perspectives produce?		Prepare presentation of studies in your field.
9	Nov 3	Presentations		
10	Nov 10	Presentations		Zero draft of paper
11	Nov 17	Paper		1st draft
12	Nov 24	Thanksgiving		
13	Dec 1	Paper		Revised draft
14	Dec 8	Paper		Revised draft

Final Paper Due	Appointment with Lesley	
Dec 14	Dec 16	
Dec 15	Dec 17	
Dec 16	Dec 18	