

# **Journal of Classroom Interaction**

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## **Becoming a “WOW Reader”: Context and Continuity in a Second Grade Classroom**

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**Abstract:** This five month qualitative study explored, over time and across literacy events, the ways in which a second grade teacher, Ms. Wilson, and her students built a shared frame of reference, or shared mental context, for viewing reading. Data sources included: field notes, video and audiotaped records, artifacts, and teacher and student interviews. Analysis was informed by Mercer’s (2000) notions of context and continuity and considered the ways in which students and teacher drew upon contextual resources, both the context immediately available to them within the classroom and in the surrounding discourse, as well as displaced contexts, those objects, words, and understandings occurring in the past (Mercer, 2000). Constant-comparative and discourse analysis yielded three themes related to the building and maintenance of an active stance towards reading – what the students and their teacher called “WOW reading.” First, the teacher encouraged students to draw on a variety of contextual resources, including personal experience, shared experiences, and the text environment to make sense of their reading. Second, Ms. Wilson talked explicitly about interpretive strategies and their connections to books, introducing a meta-level to their conversations. Third, students had multiple opportunities to engage in reading and thinking about reading. Theoretically, this study illuminates the building of and building on of shared contexts within lessons and the continuity that develops across classroom lessons. As well, it provides insights into the ways in which teachers may help students draw on a variety of contextual resources, in and out of school, that afford rich opportunities for learning.

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## **Teacher-Student Interaction and Gifted Students' Attitudes Toward Chemistry in Laboratory Classrooms in Singapore**

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**Abstract:** This study investigated associations between teacher-student interaction and students' attitudes towards chemistry among 497 tenth grade students from three independent schools in Singapore. Analyses supported the reliability and validity of a 48-item version of the Questionnaire on Teacher Interaction (QTI). Statistically significant gender differences and stream differences (i.e. gifted vs. non-gifted) were observed for numerous QTI scales, but gender x stream interactions also emerged. Associations were found between the interpersonal behavior of chemistry teachers and students' enjoyment of their chemistry lessons.

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## **Peer Interaction in Three Collaborative Learning Environments**

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**Abstract:** The aim of the study was to gain insight into the occurrence of different types of peer interaction and particularly the types of interaction beneficial for learning in different collaborative learning environments. Based on theoretical notions related to collaborative learning and peer interaction, a coding scheme was developed to analyze the verbal interactions of student dyads in three collaborative learning environments: an environment with face-to-face interaction, an environment with face-to-face interaction around the computer, and an environment with interaction mediated by computers. Quantitative analyses were undertaken to determine the types of interaction that occurred in the three learning environments and the incidence of interactions beneficial for learning, and some examples were provided to illustrate this. The results showed most of the interactions in all three of the learning environments to be cognitive in nature. More regulative interactions occurred when a computer was involved. Interactions beneficial for learning occurred more often in the environments involving face-to-face interaction than in the learning environment involving computer mediated interaction.

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## **Thinking Together in the UK and Mexico: Transfer of an Educational Innovation**

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Abstract: The Thinking Together educational approach was first developed in the UK to promote the use of exploratory talk in primary classrooms. The approach was then adapted and applied to the very different context of Mexican state primary education. This paper compares the program in Mexico with the program in the UK and concludes that, despite that fact that the relationship between teacher's practice and the approach was much closer in the UK than Mexico, the program appeared to have very similar positive effects on individual reasoning and on the capacity of children to collaborate effectively in groups.

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