

Journal of Classroom Interaction

SUMMER 2008 • VOL. 43, NO.1

Recognized by the *European Science Foundation* in its list of quality international research journals

“You are confusing!” Tensions between Teacher’s and Students’ Discourses in the Classroom

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Abstract: This article concludes that a pedagogic discourse is legitimized in school practices when power in society is actualized and exercised through the use of language as symbolic power. Under these circumstances, the classroom becomes an arena where teachers’ discourse as the regulator collides with students’ discourse as the regulated. Reflecting on the context, this article investigates a classroom where pedagogic discourse prevails and highlights that teacher’s identities and students’ identities are met and negotiated by each other through alignments and conflicts. The significance of these tensions of discourses between teachers and students is discussed.

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Contextualizing Risk and Resiliency: Using Narrative Inquiry with Female Adolescents in an Alternative High School Program

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Abstract: This narrative inquiry explores the lives of five ninth grade female adolescents enrolled in an alternative school for students who have been expelled from an urban school district. The population of female students in the school increased from 21 to 102 over five years. The same trend is evident nationally. This study uses theories that label resiliency as hope, recognizes its dynamic nature and the contexts in which risk and resiliency develop to explore the complexities of these concepts among the participants, and suggests a model focusing on prevention in the pre-adolescent years. Audio-tape recorded interviews were transcribed and analyzed using broadening, burrowing, and re-storying to discuss perceptions of risk and resiliency, and parallel stories to analyze those aspects of the participants' stories pertaining to school structure. The metaphor of "Making Mosaics" reveals how high-risk female adolescents contextualize negative experiences and develop resiliency despite predictions of failure. These findings further gender-specific programming efforts by advancing the voices of individuals who are impacted most.

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Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers

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Abstract: The major purpose of this case study was to document the classroom management beliefs and practices of three teachers reputed to implement student-centered instruction and to examine the relationship between their instructional and managerial approaches. More specifically, do teachers who use student-centered instruction also implement student-centered management? Results indicate that, although all three teachers used an eclectic approach, two teachers tended to be more student-centered while one was more teacher-centered with respect to classroom management. All three teachers' approaches also reflected the principles of "good classroom management" derived from studies conducted in the 1960's and 1970's in traditional transmission classrooms. Results also indicate that the teachers did think about the relationship between instruction and classroom management, but not in terms of using student-centered management to support their student-centered instruction. Rather, they thought about what management strategies were necessary to successfully implement a particular lesson.

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