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The Effects of Nonverbal and Verbal Immediacy on Recall and Multiple Student Learning Indicators

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Abstract: A 2 x 2 experiment was conducted in which instructor nonverbal immediacy and verbal immediacy were manipulated in a college classroom to examine causal links with cognitive and affective learning outcomes. Previous criticisms concerning immediacy and learning research were considered and multiple operationalizations of cognitive learning (i.e., recall, learning loss, learning indicators) and affective outcomes (i.e., affective learning, state motivation, student satisfaction) were investigated in light of these criticisms. Students in the high nonverbal/high verbal immediacy condition performed significantly better on a recall test, accounting for 8% of the variance. However, no differences in perceived learning outcomes (i.e., learning loss, learning indicators, affective learning, state motivation, student satisfaction) were observed as a result of nonverbal or verbal immediacy manipulation. Additionally, all perceived learning outcomes were correlated with one another while recall scores were uncorrelated.

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“This has to be family”: Humanizing Classroom Management in Urban Schools

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Abstract Classroom management in urban schools is frequently steeped in mythology. Students are seen as difficult and disrespectful, needing highly structured discipline policies in order to function. However, a different reality exists. This study looks at the way well-respected teachers in urban schools utilize their classroom space, manage their students and build community in culturally responsive ways. Through this study, I explore how teachers break with the norms of traditional management approaches and instead focus on setting up classroom communities that are relevant to and respectful of the children they teach.

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Visualizing Interaction during Lesson Study: A Graph-Theoretic Approach

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Abstract: Lesson study, a form of teacher professional development, has grown in popularity in the United States over the past decade. A key tenet of lesson study is that teachers will increase their knowledge of effective instruction by planning a lesson and analyzing its enactment. This work describes a method of representing conversations graphically along with a scoring system that quantitatively measures features in these representations that indicate whether teachers are making connections between their teaching actions and student learning. These methods are then applied to conversations among teachers discussing a mathematics research lesson. Further refinements of these methods may lead to a tool that will help researchers evaluate the effectiveness of lesson study in local contexts.

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Navigating an English-only Classroom: Multiple Identities in a Primary Writer's Workshop

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Abstract: This qualitative case study analyzes literacy events that were co-constructed by one bilingual, Mexican student and his English-only peers. The article examines the linguistic resources and literacy practices that Juan used as he created a picture book during writer's workshop. Data included video-taped interactions, artifacts, and interviews. The analysis utilized critical and narrative analyses. Findings illustrate the complexity of negotiating space as a bilingual outsider in an English-only classroom. The fluidity of the teacher's physical location impacted access to academic interactions. The importance of co-constructing literate identities proved invaluable as it built social and cultural capital for this particular child.

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