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Leadership in the College Classroom: The Use of Charismatic Leadership as a Deterrent to Student Resistance Strategies

San Bolkan
California State University, Long Beach

Alan K. Goodboy
Bloomsburg University of Pennsylvania

Abstract:

The purpose of this study was to examine the relation between teachers' charismatic leadership (i.e., strategic vision and articulation, sensitivity to the environment, sensitivity to members' needs, personal risk, unconventional behavior) in college classroom environments and resulting student resistance strategies. Participants were 165 college students who completed a survey and reported on their tendency to use resistance strategies in the classroom and their teachers' use of charismatic leadership behavior. Results of a canonical correlation analysis indicated that charismatic leadership is significantly and inversely related to both teacher-owned and student-owned resistance behaviors.

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Teacher-Student Interactions: Four Case Studies of Gender in Physical Education

Kathryn Davis
Winthrop University

Virginia Nicaise
Université Joseph Fourier-Grenoble, France

Abstract: The aim of this study was to better understand gender interactions between teachers and students in high school physical education. Gender interactions were explored in relation to the theory of reflective practice. Interview data were examined as four case studies using individual and cross-case inductive analysis. Two common themes emerged: (a) teachers believed their gender interactions were equitable, and (b) teachers accepted the traditional gender socialization process. Results are discussed in terms of the contradictory nature of the teachers' expressed beliefs (espoused theories) of gender equity in their classes, while emphasizing gender difference in both skill level and behaviors (theories-in-use).

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Modeling the Model: The Use of Classroom Talk in Teaching Socioconstructivist Pedagogy in a Social Studies Teacher Education Setting

Caroline C. Sullivan
Georgia State University

Abstract: Socioconstructivism has been established as a prominent and intriguing learning theory, and consequently, pedagogical practice. This study focused on the introduction of constructivist pedagogy to secondary social studies pre-service teachers. Students' engagement with each other and the course instructor was a primary concern to mitigate student apprehension and to develop a democratic learning community. The use of classroom talk by their professor to model and support socioconstructivism was closely examined via the approach of positioning. The particular features of talk analyzed within this study served to establish a collegial learning and classroom community – essential to socioconstructivist pedagogy and the social studies.

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